Think Teen!

1st Grade of Junior High School

STUDENT'S BOOK

Αρχάριοι

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».

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Ευρωπαϊκό Κοινωνικό Ταμείο
ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
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υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

1st Grade of Junior High School
Student's book

Αρχάριοι

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

Contents

Unit 1, p. 1, *Welcome!*

FUNCTIONS	● Asking & answering about one's name, country, favourite numbers, animals, hobbies & types of music / Presenting oneself & one's partner
THEMES	● Communication / Similarity-Difference / Collaboration / Civilisation & Culture / Space
VOCABULARY	● Colours / Classroom language & objects / Numbers / Types of music
LANGUAGE FOCUS	● Wh-questions: What's your..? / How do you spell…? / Where are you from? / What's your favourite …? / The verb 'to be' / There is - are
LINKS	● Geography / Modern Greek / Music / Art
PROJECT	● Signs in foreign languages / English words in Modern Greek
READING	● Signs in English / A class survey
LISTENING	● English words in short Greek dialogues
SPEAKING	● Personal details / My favourites
WRITING	● Personal detail cards / Classroom language cards / A class survey

UNIT 2 ALL ABOUT US *page 7*	Lesson 1 Hello, there! *page 8*	Lesson 2 A collection of thimbles! *page 13*	Lesson 3 Feel at home! *page 18*

FUNCTIONS	● Asking & answering about likes, dislikes, one's room & personal information / Presenting oneself and friends / Describing things & places / Asking & answering to find differences
THEMES	● Interaction / Similarity-Difference / Civilisation & Culture / System / Existence / Dimension
VOCABULARY	● Countries / Nationalities / Foreign languages / Sports & activities / Family members / School subjects / Personal information / Possessions / Adjectives describing opinion, size, age, colour & material / My room / Places & buildings
LANGUAGE FOCUS	● Verbs 'to be' & 'have got' - Present Simple / Order of adjectives / There is - are / Some - any / Prepositions of place
LEARNING STRATEGIES	**Focus on Speaking** ● Helping each other in pair work / Using Language Banks / Asking for repetition / Paraphrasing
LINKS	● Geography / PE / Literature / Art
PROJECT	● My neighbourhood / Our favourite possessions
READING	● Personal profiles (jigsaw reading) / A novel extract / Texts about favourite possessions / An e-mail about a neighbourhood / Signs & notices
LISTENING	● Things we love (short dialogues) / Description of a neighbourhood (a monologue)
SPEAKING	● Myself, my family and friends / My room and a room in a painting / Things in my bag
WRITING	● A web entry about myself / A paragraph about my favourite possession

UNIT 3 DAY IN DAY OUT	Lesson 1 My Day! *page 26*	Lesson 2 Greetings from Australia! *page 31*	Lesson 3 This is my job! *page 35*

FUNCTIONS	● Talking about daily routines, leisure activities, likes, dislikes, jobs & work routines / Telling the time / Comparing routines, likes & dislikes / Asking & answering about one's job
THEMES	● Communication / Similarity-Difference / Equality / Civilisation & Culture / Time
VOCABULARY	● Daily routine / Leisure activities / Sports / Go - play - do + sports / Time / School subjects / Professions / 'Work' idioms
LANGUAGE FOCUS	● Present Simple / Adverbs of frequency / like - love - enjoy - hate + ing / Wh-questions
LEARNING STRATEGIES	**Focus on Reading** ● Using titles and pictures to guess content / Activating background knowledge / Skimming for gist / Reading for specific information / Guessing unknown words from context

LINKS	● Maths / PE / Geography / Culture / Modern Greek / Careers Guidance
PROJECT	● Professions
READING	● An advertisement for an e-project / A project entry about a student's daily life / A quiz / An article about a teenager's life / An interview with a chef
LISTENING	● An online conversation about leisure time activities / An interview with a chef
SPEAKING	● Daily routines / Likes & dislikes (School subjects, sports & leisure activities)
WRITING	● A web entry about my daily routine / A short text about me and my friend

UNIT 4 ECOFRIENDLY *page 41*	Lesson 1 Let's go to the zoo! *page 42*	Lesson 2 In the wild! *page 46*	Lesson 3 Let's go green! *page 50*

FUNCTIONS	● Giving instructions & advice / Describing animals, their habits & abilities / Expressing an opinion, obligation & prohibition / Making suggestions / Agreeing / Disagreeing
THEMES	● System / Existence / Relativity of actions & events
VOCABULARY	● At the zoo / Animals, their habits & abilities / Height & weight / Opinion adjectives / Recycling / 'Green' issues
LANGUAGE FOCUS	● Imperative form / If-sentences (if + present - can / imperative) / Can/can't (ability) / Must - mustn't (obligation / prohibition)
LEARNING STRATEGIES	**Focus on Learning New Vocabulary** ● Guessing unknown words from context / Keeping a record of new vocabulary / Using a dictionary
LINKS	● Environmental Maths / Studies / Art / Geography / Information Technology
PROJECT	● Animal Facts / A zoo guidebook / Recycling
READING	● A zoo map / A zoo guide book page / Zoo signs & notices / Encyclopaedia entries / A poster about recycling
LISTENING	● A day in a zoo keeper's life (a monologue) / A radio programme about the environment (short monologues)
SPEAKING	● Rules for looking after pets / Animals, their habits & abilities / Ways to protect the environment
WRITING	● An e-mail about how to protect the environment

UNIT 5 TEENS IN ACTION! *page 57*	Lesson 1 It's on the notice board! *page 58*	Lesson 2 A weekend away! *page 62*	Lesson 3 (Review) In my free time I learn English! *page 66*

FUNCTIONS	● Describing current activities/ Describing routines / Asking & answering about what people are doing at the moment / Suggesting / Agreeing / Disagreeing / Talking about learning habits
THEMES	● Communication / Interaction / Civilisation & Culture / Time / Dimension
VOCABULARY	● Musical instruments / Collocations with 'play' / Unusual sports
LANGUAGE FOCUS	● Present Continuous / Present Continuous vs Present Simple
LEARNING STRATEGIES	**Focus on Writing** ● Focusing on type, reader and purpose of a piece of writing / Process writing
LINKS	● PE / Music / Art
PROJECT	● A photo diary for a school trip
READING	● School notices / Teenagers' e-mails / A holiday brochure /A song about learning English
LISTENING	● A telephone conversation about a weekend at a sports camp (a dialogue) / A song about learning English
SPEAKING	● Current activities / My learning habits
WRITING	● A photo diary for a holiday / A postcard

UNIT 6 BITS AND PIECES! page 73	Lesson 1 FOODstuff! page 74	Lesson 2 TEEN Voice! page 79	Lesson 3 The four corners of the Earth! page 84

FUNCTIONS	● Talking about eating habits / Agreeing / Disagreeing / Expressing quantity / Giving advice / Describing what people are wearing / Expressing opinions / Comparing
THEMES	● Quantity / Change / Logical processing / Communication / Interaction
VOCABULARY	● Food & snacks / Food collocations / Clothes & Accessories / Geographical words / Large numbers
LANGUAGE FOCUS	● Countable - Uncountable nouns / A lot of - much - many / How much - how many / Plural nouns / Comparative & superlative form of adjectives / The definite article - Zero article
LEARNING STRATEGIES	**Focus on Project Work** ● Assigning roles / Searching for information / Compiling a project
LINKS	● Health / Home Economics / Geography / Maths
PROJECT	● A class survey on healthy habits
READING	● A quiz about healthy eating habits / A web survey on school uniforms / A project on water facts
LISTENING	● A radio quiz programme about geography
SPEAKING	● Memory game / My opinion about school uniforms / Ideal clothes and accessories for school
WRITING	● A leaflet about healthy eating habits / A short article about the UK

UNIT 7 IN OUR MIND'S EYE! page 91	Lesson 1 Let's communic8! page 92	Lesson 2 Houston, we're back! page 97	Lesson 3 TEEN best-sellers! page 103

FUNCTIONS	● Talking about people of the past / Expressing one's opinion / Narrating past events / Asking & answering about past events
THEMES	● Time / Civilisation & culture / Communication / Interaction
VOCABULARY	● Punctuation marks / Disabilities / Space / Planets / 'Book' words & collocations
LANGUAGE FOCUS	● Past Simple - verb 'to be' - regular & irregular verbs
LEARNING STRATEGIES	**Focus on Listening** ● Using titles and pictures to guess content / Activating background knowledge / Focusing on task while listening / Ignoring redundancy
LINKS	● Science / Literature / History / Art
READING	● An article about the Braille system / An article about a space mission / Interviews with authors
LISTENING	● An extract from a radio programme about famous people / A space news programme
SPEAKING	● Famous people of the past / An imaginary mission in space / Important moments in my life
WRITING	● My life line

UNIT 8 TOMORROW AND ... BEYOND! page 109	Lesson 1 Travel Plans! page 110	Lesson 2 Good for you! page 115	Lesson 3 In the year 2525! page 119

FUNCTIONS	● Talking about future plans & intentions / Making predictions
THEMES	● Time / Place / System
VOCABULARY	● Travelling / Life in the future / Star signs
LANGUAGE FOCUS	● Ordinal numbers / Present Continuous for future plans / 'Be going to' for future plans and intentions / Simple Future for predictions
LEARNING STRATEGIES	**Focus on Learning New Grammar** ● Making grammar rules / Using grammar tables and appendices

LINKS	● Geography / History / Art / Maths / Science / Religious Education
PROJECT	● Planning a school trip
READING	● A diary entry / An article about life in the future / An online poll with teenagers' opinions about horoscopes
LISTENING	● A telephone conversation about a trip / A radio teenage programme about good intentions / Teenagers talking about their birthdays and star signs
SPEAKING	● Plans & intentions / What a horoscope says (mediation task)
WRITING	● A diary entry / A magazine horoscope for a celebrity

UNIT 9 (Review) - IT'S A MASTERPIECE! *page 127*

FUNCTIONS	● Describing paintings / Drawing conclusions / Expressing opinions, feelings & preferences / Narrating / Commenting / Putting ideas forward
THEMES	● Civilisation & culture / Time / System / Communication
VOCABULARY	● Review
LANGUAGE FOCUS	● Review
LINKS	● Art / Music / Information Technology / History / Culture /
PROJECT	● The story behind a masterpiece
LISTENING	● Online recorded information about paintings in an e-gallery
READING	● A notice about an e-project / Teenagers' comments on their favourite paintings
SPEAKING	● My favourite painting & artist

APPENDICES *page 131*

QUIZ KEY, 131
SPEAKING APPENDIX, 132
MAPS, 142
GRAMMAR APPENDIX, 145
SELF-ASSESSMENT KEY, 158
IT'S UP TO YOU, 160

UNIT 1
Welcome!

Listen to some kids from different countries speaking in their language and guess the language they speak.

2



Olà!

3



Ça va bien?

6



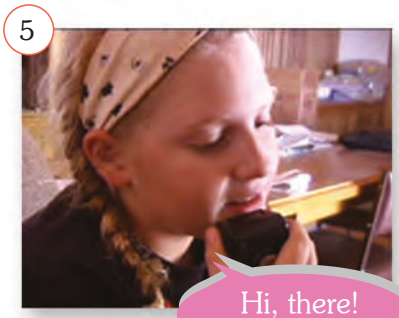
Apa Kabar!

1



Ciao!
Come va?

5



Hi, there!

4



Καλημέρα

In Unit 1 you will...

READ
- a teenager's presentation of THINK TEEN
- signs
- a class survey

LISTEN TO
- a teenager's presentation of THINK TEEN
- English words in Greek dialogues

TALK ABOUT
- you and your partner (name, surname, country)
- the colours in a painting
- your favourites

WRITE
- you and your partner (name, surname, country)
- classroom language cards
- the results of a class survey on favourites

LINK TO
- Geography • Modern Greek • Art • Music

Reading & Listening





Hi, everybody. I'm David, from England. I'm 12 years old and I'm in the 'THINK TEEN' programme. Through this e-programme, students from different countries get in touch and do projects. I've got a lot of key pals from all over the world and we have a lot of fun! Do you want to join us? Here are some photos of my e-friends. Look through your book and find their names!



1.....



2.....



3.....



4.....



6.....



5.....

Speaking & Writing

1 ***You can be an e-friend too! Fill in this card about you. Then, ask your partner and complete a card for him or her.***

ME

Name: .....

Surname: .....

Country :.....

MY PARTNER

Name: .....

Surname: .....

Country: .....



Hi! What's your name / surname?

How do you spell it?

Where are you from?



John Stergiou

J-O-H-N
S-T-E-R-G-I-O-U

I'm from Greece.

2 ***Present yourself and your partner to your class.***

Hello everybody! I'm Mary Yannaki and this is my partner, John Stergiou.

Reading

Everyday we see a lot of English signs around us. In pairs, circle the English words on these signs. Can you write more examples?



1



3



2



4



5

Examples:

.....

.....

.....

.....

.....

Listening

Listen to three every day dialogues in Greek. Write down the English words you hear.

a. ....., ..., ……

b. ....., ..., ……, ……

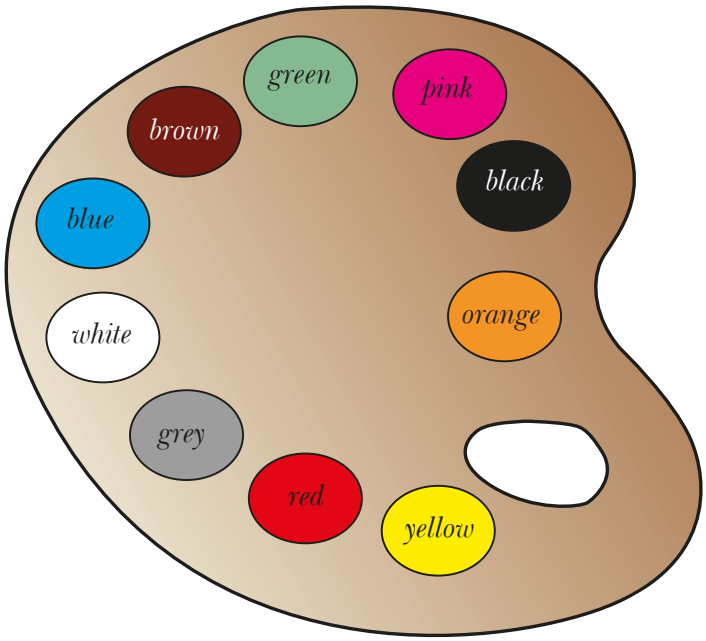
c. ....., ..., ……

Vocabulary Link

Colours

1 ***GAME: Bring me something orange!***





2 ***Which of the colours above are there in Miro's painting 'Personnages Rythmiques'? Do you like it? Why / Why not?***

Culture Corner

Here are some English idioms with colours. What do they mean?

I'm a bit blue. My marks this term are terrible!
I'm green with envy. My brother's going to Disneyland and I'm not going with him.

Can you find similar phrases in Greek?

Κοκκίνησε από ντροπή
……
……
……

Classroom Language

3 ***Use the words in the Language Bank to complete the cards. Then, create a Classroom Language Corner in your classroom.***

- What's the meaning of [1] .....?
- Λεξικό

- Can you [2] ..... me, please?

- What's the English word for γυμνάσιο?
- [3] .....

- Say that [4] ..... please!



I don't [5] .....!

Can I go [6] .....?

Language Bank

again out dictionary

understand help

Junior High school

Numbers & Classroom Objects

4 ***What can you see in the picture? Count and write. Then, compare this classroom with yours.***



I can see...

a. one board
b. ..... pens
c. ..... posters
d. ..... students
e. ..... books
f. ..... windows
g. ..... notebooks
h. ..... school bags
i. ..... desks
j. ..... chairs

e.g. In this classroom, there are three posters. In our classroom, there are five posters.

What's your favourite hobby?

Reading, Speaking & Writing

Listening to music. What's your favourite hobby?

1 ***What's your favourite....? Read and circle. Then, ask your classmates.***

A CLASS SURVEY

My Answers	How many people agree with you? Write their names.
1. My favourite number is: one two three four five six seven eight nine ten	
2. My favourite animal is: dog cat dolphin horse tiger rabbit	
3. My favourite hobby is: watching TV listening to music playing computer games shopping	
4. My favourite type of music is: pop rock hip hop folk classical	

2 ***Write your results and put them on the classroom notice board. Look at the model text.***



"Our favourite hobby is listening to music."
Stelios, Mary, Nick and Paul

Project

Group A
When you are going home after school, look around for signs which have foreign words. In which language are they? Take a photo of some of them and make a collage for your class.

Group B
Make a list of English words you use with your friends every day. Your teacher of Modern Greek can help you.
Prepare bubbles for the notice board. Here is an example.



Culture corner

Here are some words we use in Greek but come from other languages.

μπιφτέκι - English (beef + steak)
μπλούζα - French (blouse)
μπουρνούζι - Arabic (burnuz)

Can you find which language each of the following words comes from?

τουρισμός, σαντιγί, μαγιονέζα, καπετάνιος, καραμέλα, γιουβέτσι, μπουκάλι, σκάκι, γιαούρτι

If you need help, look the words up in a Greek dictionary.

LESSON 1: Hello, there!

LESSON 2: A collection of thimbles!

LESSON 3: Feel at home!

UNIT 2
All about us!



Can you match the links (1-3) with the photos (A-C)?



In Unit 2 you will...

READ
- teenagers' profiles
- an extract from a novel for teenagers
- teenagers' texts about their favourite possessions
- a student's e-mail about her neighbourhood
- signs and notices

LISTEN TO
- descriptions of collections
- a student's description of her neighbourhood

TALK ABOUT
- yourself, your family and friends
- your room
- the room in a painting
- things you have got in your bag
- your ideal neighbourhood
- differences in drawings of neighbourhoods

WRITE
- your profile for the e-notice board
- a text about your favourite possession
- an e-mail about your neighbourhood

LINK TO
- Geography • Physical Education (PE) • Literature • Art

Lesson 1

Reading

Task 1 - p.160-3

1 ***We're in Magda's classroom in Nafplio, Greece. Students are looking at an e-notice board. Can you answer these questions?***

- What are your hobbies?
- Have you got a large family?
- What's your favourite language?
- Are you good at maths?



2 ***Student A:*** ***Read about Magda or Pablo on page 9 and complete a Profile Card for him or her. Then, tell your partner about your new friend.***

Name: _____

Hometown: _____

Brothers or sisters: _____

Age: _____

Likes: _____

Student B: ***Read about Jennifer or Antonio on page 9 and complete a Profile Card for him or her. Then, tell your partner about your new friend.***

Name: _____

From: _____

Lives in: _____

Brothers or sisters: _____

Favourite language: _____

Tip!

Speak English with your partner. Don't worry about mistakes. Practice makes perfect!

Language Bank

My new friend is ...
He/She's from ...
He/She's got ...
His/Her favourite ...
He/She likes ...

3 ***Find the kids' countries and hometowns on the map, in the Appendix, page 142. Which of these kids do you want to meet? Why?***

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Home

May 25, 2008 Page Options

FRIENDS FROM AROUND THE WORLD



Hello! I'm Magda from Nafplio, Greece. I'm 12 years old and I'm in the first grade of Junior High school. I'm an only child, but it's OK. I've got lots of friends. I like dancing and I love musicals! My favourite one is 'Cats'. It's English. What are your hobbies?



Hi! I'm Pablo and I'm 13. I'm Portuguese and I live in Lisbon. I've got a brother, Marco. He's 10. We play football in the school football team. Our coach says we're very good. What's your favourite sport? At school, I love biology but I'm not very good at maths. I don't like it. Are you good at maths?



Hi, there! My name's Jennifer but my friends call me Jenny. That's my nickname. I'm from Cambridge, a city in the east of England. I study Spanish at school. It isn't difficult. I love it! My sister, Mary, hates it. What's your favourite language?



Hello everyone! I'm Antonio and I come from Italy. I live in Florence, with my parents and my twin sister. Her name is Rita. I speak Italian and English. I love English because it's easy. Have you got a large family?

Start Yahoo! - Microsoft Int... EN 18:07

Lesson 1

Vocabulary Link

Sports & Activities

1 ***Have a look at the leaflets of two sports centres. What sports can you do in each one? Choose from the list and add on the leaflet. Then listen and check.***



I'm quite sporty. Are you?

SHAPE SPORTS CENTRE 148 Park Rd NW8

1. .....
2. .....
3. .....
4. .....

For more information, call 020 8757 5500

Fitness Center

47 Elizabeth St SW1 (020 7259 9003)

5. .....
6. .....
7. .....
8. .....

Opening hours: 9 am - 10 pm (Mon - Sat)

Word Bank

- judo
- volleyball
- swimming
- weightlifting
- basketball
- cycling
- athletics
- windsurfing
- rhythmic gymnastics

2 ***Which sports centre is good for you? Why? Listen to the example.***

I like basketball and weightlifting.

Well, then Fitness Centre is good for you.

Geography

3 ***Antonio's class are doing geography. Do this geography quiz. Then, play the guessing game.***

Card A

Which language is spoken by most people in the world? Put them in order (1 - 6).

- ☐ English
- ☐ Russian
- ☐ French
- ☐ Spanish
- ☑ Chinese (1)
- ☐ German

Tip! Check in a geography book!





Card B

Find these cities on the map. Then, choose a city and play a guessing game with your partner.

Are you from Paris?

No, I'm not.

Are you from Beijing?

Yes, I am.

So, you're Chinese and you speak Chinese.

Tip! Look at the map in the Appendix, page 142

- Paris
- Beijing
- Canberra
- Amsterdam
- Ankara
- Rio de Janeiro

Grammar Link

The verb 'to be'

1 ***Study the sentences and answer the questions in the grammar tables.***

• **I'm** 12 years old.	• **Jennifer's** English.
• **Are you** good at maths? **Yes, I am.** / **No, I'm not.**	• **We're** twins.
• **Spanish isn't** difficult.	• **That's** my nickname.

What are the 3 forms of *'to be'*?

... / is / ...

Look at the examples and write:

a question……

a negative sentence ……

What do you notice? What are the short answers?

see Grammar Appendix, page 145

Lesson 1 Hello there!

2 ***Tell your partner a few things about you. What do you want to talk about? Write key words on the cards.***

e.g. Name ✓: Vicky Age ✓: 13

Name .....
Country .....
Hometown .....

Age .....
Family .....
Languages .....

Favourites .....
other .....
.....

Now tell the class about your partner.

Hello! I'm Vicky and I'm 13 years old.....

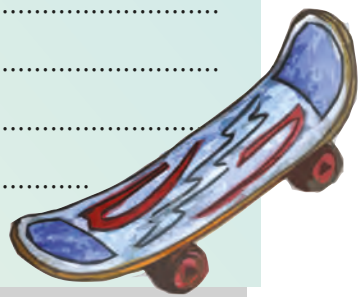
Writing

This is me!

1. ***You want to take part in the 'THINK TEEN AROUND THE WORLD' programme. Write a short paragraph about you for the e-notice board. Use your notes from Task 2.***
2. ***Write your 1st draft about you. The reading texts in this lesson can help you.***
3. ***Exchange drafts with your partner. Make comments.***
4. ***Write your 2nd draft.***

This is me!

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



Lesson 2 A collection of thimbles!

We are in Jennifer's school, in Cambridge. What is the class talking about? Look at the bubble and say.



Listening

1 ***These are some of the students' favourite possessions. What are they? Match pictures (a-f) with the words (1-6) from the Word Bank.***


a.....


b.....


d.....


c.....


e.....


f.....

Word Bank

1. a computer	4. a puppy
2. coins	5. earrings
3. a thimble	6. shells

2 ***Listen to John, Mike, Jennifer and their teacher, Miss Baker. Tick (✓) their favourite possessions. Choose from the pictures (a-f) in Task 1.***

3 ***Do you remember who is who? Listen again and write each person's name.***

Task 2 - p.164

1. Who's got key pals? .....
2. Who's an only child? .....
3. Who's got souvenirs from different places? .....
4. Who's got a special case for a collection? .....
5. Who's got some rare things? .....

John
Mike
Jennifer
Miss Baker

Lesson 2

Vocabulary Link

Adjectives

Task 3 - p.164

1 ***What do the adjectives in columns (1-5) describe? Choose from the following categories.***



Age | Size | ~~Opinion~~ | Material | Colour

1	2	3	4	5
Opinion	.....	.....	.....	.....
lovely	small	~~old~~	pink	plastic
ugly	long	new	green	cotton
fantastic	short	ancient	black	gold
horrible	huge	modern	white	wooden
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

2 ***In pairs, read this extract from a children's book and find some adjectives. Then, add them to the table in task 1 in the right column.***

The three Baudelaire children lived with their parents in a huge, stone house at the heart of a dirty city, and their parents often let them go to the beach alone. That morning, it was grey and cloudy, which didn't bother the Baudelaire youngsters one bit. Violet Baudelaire, a clever 14-year-old girl, liked to skip big rocks. Klaus Baudelaire, the middle child and the only boy, liked to look for crabs, starfish and old things. His steel-rimmed glasses made him look intelligent. He was intelligent. Sunny Baudelaire, the youngest, liked to bite things. She was tiny, scarcely larger than a boot. She used few real words like bottle, mommy and bite. This morning she was saying *'Gack!'* over and over which probably meant, *'Look at that mysterious figure!'*

Adapted from Lemony Snicket's A Series of Unfortunate Events - The Bad Beginning (2005 Harper Collins Publishers)

Listening & Speaking

What have you got in your bag?

In Jennifer's class, students are playing a memory game. Listen to them. Then, play the game in groups.

Language Bank

Let's start!
My turn now!
It's your turn!
I can't remember!
Let's start over!





SPEAKING STRATEGIES
see page 24

Grammar Link

The verb 'have got'

1 ***Look at the sentences and complete the Grammar tables.***

- **I've got** a puppy, Woofy.
- **We haven't got any** souvenirs.
- **Have you got any** thimbles? **Yes, I have.**
- **Miss Baker's got some** rare thimbles.
- **John hasn't got** a brother or a sister.
- **Has Jennifer got** a puppy? **No, she hasn't.**

We use **have** / **has got** to talk about our possessions and family	Form: I / you / we / they ..... / haven't got He / she / it has / ..... got Have .... / you / .... / .... got? ..... he / she / it got? What are the short forms of 'have / has got'?

see Grammar Appendix, page 145

2 ***What have you got in your room? Ask and answer with your partner. Use ideas from the word bank and take notes. Listen to the example first.***

What have you got in your room? Have you got a bookcase?

Yes, I have. Have you got a TV set?

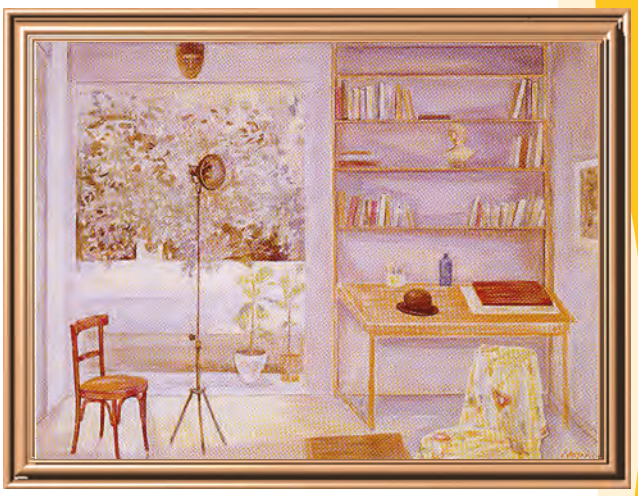
No, I haven't. Have you got any soft toys?

No, I haven't but I've got some fantastic model planes.

Word Bank

cushions posters
mirror bookcase
lamp bedside table toy
box alarm clock
photographs

3 ***Here is a painting called 'The Atelier' by Yiannis Migadis, a modern Greek painter. What has the artist got in his room? How different is this room from yours?***



The artist has got a bookcase and some plants in his room. He hasn't got any cushions. I've got a bookcase and some cushions but I haven't got any plants.

Pronunciation Link

/s/ - /ʃ/

1 ***Listen and repeat.***

- sea - she
- Sue - shoe
- save- shave

2 ***Tongue twister. Listen and repeat.***

She sells sea shells. She sells sea shells. She sells sea shells…

Lesson 2

Reading

Task 4 - p.164

Read what some students wrote about their favourite possessions for their e-group. Can you guess what they are?





Writing

Task 5 - p.165

My favourite possessions

Write a paragraph about something you have and you really love. Don't write what it is. Give your work to your classmates. Can they guess your possessions?











Lesson 3

Reading

1 ***Helen is reading Pablo's e-mail. What does he want to know?***



To: helen@thinkteen.com

Helen, hi!
I'm coming to Greece next month on a student exchange programme. I have some questions 4U. Where do you live? Tell me about your neighbourhood. Where is it? Do you like it? Send me a photo or a map.
xxx
Pablo

2 ***Pablo's reading Helen's e-mail. Has Helen answered his questions?***

Home | Inbox 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: pablo@thinkteen.gr | Show BCC
Cc:
Subject: | Plain Text
Times New Roman | 18

Hi there!

I've just got your e-mail and here is my answer. I live in Plaka, a very old neighbourhood in one of the most beautiful cities, Athens. It's under the Acropolis! I can see it from my window. It's beautiful, especially at night. I'm sure you'll love it.



My neighbourhood is near the city centre. There aren't any wide streets. All of them are small with traditional houses, churches and art-and-craft shops. There are a lot of Greek restaurants and some night clubs.

There is a tourist information centre because lots of tourists visit Plaka every day. They go to the centre and get information about places to visit. There's also an Art Museum for children where I often spend time at the weekends. There's always something interesting to do with other children, such as pottery or drawing.

You can see Plaka in lots of old Greek films. I'm sending you a photo. CU in Athens!

Love,
Helen

TODAY: SUN, 25/5 - MON, 30/6 No events

3 ***Look at the map of the centre of Athens in the Appendix on page 144. Help Pablo find Helen's neighbourhood.***

Task 6 - p.166

4 ***When Pablo visits a place, he is interested in the sights, the architecture and the local food. Which places in Plaka will he find interesting to visit?***

Vocabulary Link

Places and Buildings

Task 7 - p.167

1 ***Look at these signs. Where is each one from? Match the signs (1-7) with the buildings (a-h). There is an extra building. Then listen and check.***

1 Keep silent

2 **MAPS OF THE CITY**
PLEASE TAKE ONE

3 DON'T TOUCH THE PAINTINGS

4 **STAMPS**

5 **BREAKFAST: 7.00 - 9.30**

6 **Restaurant** - 2nd floor ⇧
Shops - 1st floor ⇧
Toilets ➔

7 Free drinks from 4:00 to 5:00

a. post office	4	b. tourist information centre	...
c. art museum	...	d. cinema	...
e. library	...	f. hotel	...
g. shopping centre	...	h. pub	...

2 ***Eva is recording the presentation of her neighbourhood. Listen to her and tick (✓) what there is in her neighbourhood.***

Task 8 - p.167



blocks of flats		bank	
cinema	✓	bookshop	
theatre		Internet café	
Metro station		fast food restaurant	
sports centre		kiosk	

Lesson 3

Grammar Link

Plural nouns

1 ***Find the plural form of these nouns in Helen's e-mail and complete the Grammar table.***

city	.....	What are the plural endings?
house	.....	
church	.....	**-s** / **-....** / **-....** / **irregular**
shop	.....	
child	.....	

see Grammar Appendix, page 146

There's a ... / There are .../'some-any'

2 ***Look at the example sentences and complete the Grammar table.***

- **There's** a library.
- **There are** two cinemas.
- **There are some** night clubs in Plaka.
- **There isn't** a bookshop.
- **There aren't any** kiosks.
- **Is there** a park? Yes, there is.
- **Are there any** hotels? No, there aren't.

We use **There is** / **are** to say that something exists.

Match:

There's/There isn't/Is there	.....	a. + plural nouns
There are/There aren't/Are there	.....	b. + singular nouns

How do we form questions and negatives?

Choose:

- We use some/any in statements.
- We use some/any in negatives.
- We normally use some/any in questions.

see Grammar Appendix, page 146

3 ***You are doing a survey. What is there in your ideal neighbourhood? Mark with a tick (✓) what is important to you. You can choose only six (6)! Then, ask each other in groups. What do most students prefer?***

Listen to some students doing a survey about their ideal neighbourhood.



- Is there a cinema in your ideal neighbourhood?
- Yes, there are five.
- Are there any blocks of flats? ....

Prepositions of place

4 ***Helen's teacher dropped the flashcards for today's lesson and they are all mixed up. Listen to her and put them in the order she wants.***



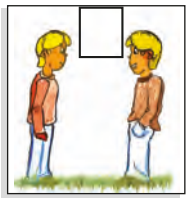
in front of


behind


next to


near


between


opposite

Speaking

1 ***Here is Eva's drawing of the main street in her area. Tell each other: Where is the ...?***

bank | block of flats | Internet café | bench | bookshop | bakery



2 ***Demetris and Christos live in the same street but their drawings are not the same. In pairs, find three differences.***

Task 9 - p.167

Student A: *Look at picture A, Speaking Appendix, page 132*
Student B: *Look at picture B, Speaking Appendix, page 133*

Lesson 3

Project

Choose to do <u>one</u> of these projects.

My neighbourhood



It's your turn to present your neighbourhood. Work in groups. You can:

- ⇨ Draw a map of it or
- ⇨ Take photos of it or
- ⇨ Draw a picture of it.



And then:

- ⇨ Write an e-mail about it or
- ⇨ Tell your class about it orally (you can use a cassette recorder or present it live).

Our favourite possessions

Make a poster of your group's favourite possessions.

- ⇨ Take pictures of them
- ⇨ Add your texts from the Writing Task page 17
- ⇨ Tell the class about them
- ⇨ Put your poster on display



My Portfolio
You can keep all your project work in your portfolio.
Your teacher will help you to organise it.



Tip!

Before you start, decide who wants to do each task.



Self-Assessment

VOCABULARY LINK

1 ***Match the words with the definitions.***

library	c
1. tiny	
2. collection	
3. wide	
4. neighbourhood	
5. traditional	

a. not modern
b. not narrow
~~c. a place where you can read books~~
d. very small
e. the area around your house
f. a group of favourite things

1 POINT FOR EACH CORRECT ANSWER TOTAL __ / 5

2 ***Write the correct word under the picture.***


library


1.....


2.....



3.....


4.....


5.....

1 POINT FOR EACH CORRECT ANSWER TOTAL__ / 5

GRAMMAR LINK

3 ***Circle the correct answer.***

There is/are a library near the bank.
1. There is/are a hotel in my neighbourhood.
2. There is/are narrow streets in Plaka.
3. Are there some/any cafés in Cambridge?
4. There are some/any shops near my house.
5. We've/'re got some old coins.
6. There aren't some/any books on my desk.
7. Are/Is there any theatres in Nafplio?
8. My eyes is/are blue.
9. Is Helen a good student? Yes, she is/isn't.
10. I live in/on Orestiada.

1 POINT FOR EACH CORRECT ANSWER TOTAL__ / 10

COMMUNICATION

4 ***Match the questions with the answers.***

0. Where's Crete?
1. Is there a church near your house?
2. Are you from Patras?
3. Have you got a collection?
4. Are there any bookshops in your town?
5. Where's the post office?

a. No, I'm from Nafplio.
b. No, there aren't any.
c. It's next to the bank.
d. Yes, there is.
e. Yes, I have. I collect thimbles.
~~f. It's in Greece.~~

0. f 1. __ 2. __ 3. __ 4. __ 5. __

2 POINTS FOR EACH CORRECT ANSWER TOTAL__ / 10

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 158

0 - 10: 11 - 20: 21 - 25: 26 - 30:

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can read about a teenager and complete his/her profile card.			
b. I can talk about me and / or a new friend.			
c. I can write my profile.			
d. I can understand people talking about their favourite possessions.			
e. I can talk about my room.			
f. I can write a text about my favourite possession.			
g. I can read and understand signs, notices and maps.			
h. I can write an e-mail about my neighbourhood.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON SPEAKING SKILLS

Tick ✓ the speaking strategies that have helped you in this unit. Which strategies do you want to try in the future?

Speaking Strategies	*Great help!*	*I'll try...*
1. Read the task carefully to understand what you have to do.		
2. Use English as much as possible. Don't miss your chance to practise.		
3. If there is a Language Bank, study it and use the words and phrases in it.		
4. Help each other with language.		
5. Ask your partner to repeat if you don't understand.		
6. Try to paraphrase if you can't find the right word.		
7. Don't worry about mistakes. Practice makes perfect.		



LESSON 1: My day!

LESSON 2: Greetings from Australia!

LESSON 3: This is my job!

UNIT 3
Day in Day out !



Look! Our e-group is online.
What are they saying?
And who's that?



Listen to three people (speakers 1-3) and match with the photos (A-C).

Speaker 1: .... Speaker 2: ... Speaker 3: ...

In Unit 3 you will...

READ
- an advertisement for an e-project
- a teenager's project about his daily routine
- a quiz on Australia
- an article about an Australian girl's daily routine
- an interview with a chef

LISTEN TO
- an online conversation about teenagers' leisure activities
- an interview with a chef.

TALK ABOUT
- your daily routine
- school subjects, sports & leisure activities you like or don't like

INTERVIEW
- a teacher / a shop owner

WRITE
- a presentation of your school day
- a presentation of what you and your friend like and/ or dislike.
- descriptions of jobs

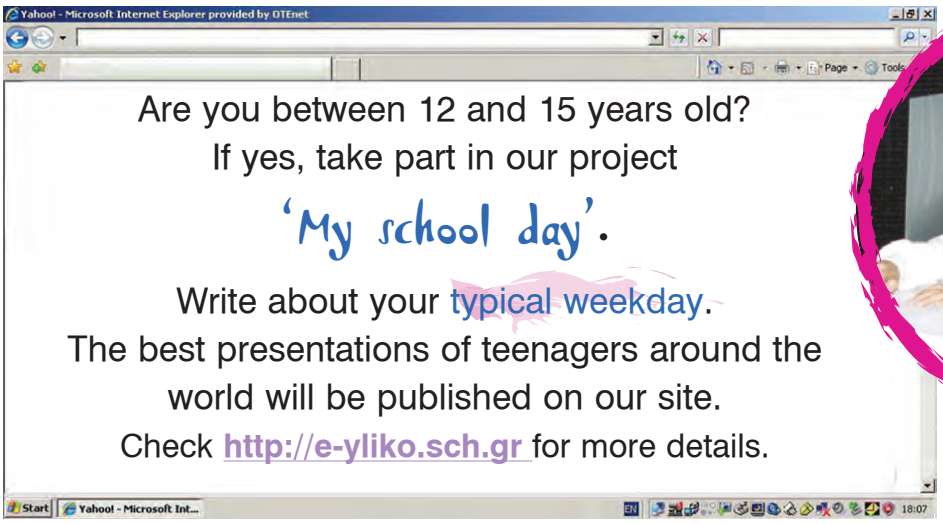
LINK TO
- Maths • PE • Geography • Culture • Modern Greek • Careers Guidance

Lesson 1

Reading

1 ***This is Jean Paul from Tours, France. He's looking at an advertisement on the e-notice board. What is it about?***

a. a sports centre b. a project on the Internet c. lessons in England





2 ***Jean Paul wants to take part in this project. Can you help him with some ideas? What can teenagers write about in their presentation? Guess and write three topics.***

- meal times
- ……
- ……
- ……

READING STRATEGIES see page 40

3 ***Jean Paul wrote about his school day. Read his presentation on page 27 quickly.***

a. Does he mention any of the topics on your list? b. Can you find some of his hobbies?

4 ***Read again and choose the correct fact about Jean Paul's day.***

5 ***How different is your day? Talk about your routine to your partner. Look at the example.***

Task 10 - p.168

I wake up at 7:30.
I don't go to school by bus or bike.
I go to school on foot...

Jean Paul

'I wake up at *6* / (7) o'clock.'
'I usually go to school *by bike / by bus*.'
'I study *ancient Greek / Latin*.'
'We have *maths / a lunch break* at 12.00.'
'*I do / I don't do* my homework right after school.'
'I do a sport *once / twice* a week.'
'I *tidy / don't tidy* my room.

Yahoo! - Microsoft Internet Explorer provided by OTEnet

A DAY IN JEAN PAUL'S LIFE



Hi there!
I'm Jean Paul. I'm 12 and I live in Tours, in France. My city is about 250km from the capital, Paris. I live with my mum, my stepdad and my stepbrother, Thierry.



My day is very busy. I get up at 7 o'clock, have breakfast and leave for school. It's only 10 minutes on foot so I don't get the bus. I usually ride my bike to school. I'm never late.



Lessons start at 8. I'm in Year 5 and my favourite subject is Social Studies. We learn about our city and our rights. I also study ancient Greek! The Greek alphabet is so weird!



We have a lunch break from 12 to 2 o'clock. I don't eat at the school canteen. I go back home. Then, we have lessons again until half past four (boring!).



In the evening, after dinner, my parents watch TV. I prefer listening to my CDs and reading my comics. I also tidy my room a bit because my mum goes crazy if I don't. But I hate it of course. I go to bed at around 11 o'clock.

After school, I always play the guitar for half an hour. I relax this way. Then, I do my homework. On Wednesdays, I play tennis at the tennis club. In France, we love playing tennis and cycling. Do you know anything about the Tour de France?

based on an authentic interview with Jean Paul, a 12-year-old boy from France

Lesson 1



Vocabulary Link

Daily routines

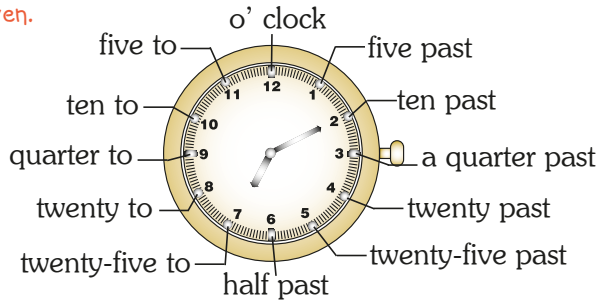
1 ***Here are some of the things teenagers do every day. Match the verbs (1-8) from column A with words (a-h) from column B to make phrases. Can you add more phrases?***

A		B
1. get	...a...	a. up / dressed / to school
2. go to	.....	b. breakfast / lunch / dinner / a break
3. have	.....	c. my bike
4. listen	.....	d. bed
5. do	.....	e. by bus / on foot
6. talk	.....	f. to music
7. go to school	.....	g. (my) homework
8. ride	.....	h. on the phone

Telling the time

2 ***Look at the clock. In pairs, use the ideas in the box and your own ideas to ask and answer about your daily routine.***

What time do you get up?
I get up at ten past seven. And you?
At quarter past seven.



Language Bank

have breakfast/lunch/dinner
go to school
do your homework
go to bed

Leisure Activities

3 ***Is your daily routine more or less interesting at weekends? Say why.***

4 ***Listen to Jean Paul and his friend, Stella, from Italy talking online about their leisure activities. Write JP for Jean Paul, S for Stella and B (both) next to the activities they do. There are some extra activities you don't need to use.***

a. read a book	.....	f. sing	.....
b. go out with friends	.....	g. play the piano	.....
c. play board games	.....	h. take exercise	.....
d. draw	...S..	i. go shopping	.....
e. dance	.....	j. make models	.....

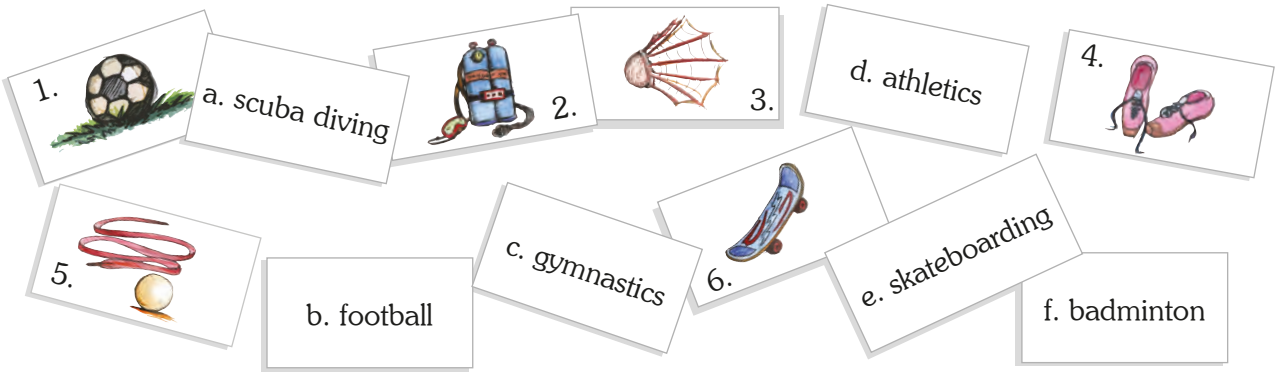
5 ***What about you? Ask and answer with your partner.***

Do you read books?

Yes, I do. / No, I don't.

Sports

6 ***Match the pictures (1-6) with the sports (a-f). Then listen and check.***



7 ***Read what Jean Paul says. What do you notice? Make the rule. Then complete the table with the sports from Task 6. Add some sports.***



I play tennis and go cycling.
I don't do judo.

go	.....
play	.....
do	.....

8 ***Do you do any of these sports? How often? Tell each other.***

I do judo twice a week
I go swimming at the weekend.



Grammar Link

Present Simple (1)

1 ***Look at the example sentences and complete the Grammar table.***

- **We watch** TV every day.
- **We don't go** to school by bus.
- **Do they play** tennis? **Yes, they do.**
- **I go** shopping on Saturday.
- **I don't go** swimming on Mondays.
- **Do you get up** at 7.00? **No, I don't.**

Use:	Form:
We use the **Present Simple** to talk about …….……	I / you / ..... / they go. ..... I / you / .... / .... go? I/you/we/they ..... go.

see Grammar Appendix, page 147

Language Bank

at the weekend, on Mondays, once / twice a week, every afternoon, in the summer, every now and then

Lesson 1

Adverbs of frequency

ALWAYS ☑ ☑ ☑ ☑ USUALLY ☑ ☑ ☑ OFTEN ☑ ☑ SOMETIMES ☑ NEVER ☐	I ☑ ☑ ☑ ☑ make my bed I **always** make my bed. Do they **often** visit museums? We **never** go to school by bus. I'm **never** late.	We put adverbs of frequency: • **before** / **after** the verb 'to be' • **before** / **after** other verbs

see Grammar Appendix, page 148.

2 ***Do you help out at home? Write true sentences about you. Use the ideas in the box.***

e.g. I usually do the washing up.

3 ***Look at your partner's sentences. Does he / she help out at home?***

Language Bank

make my bed
make breakfast/lunch/dinner
tidy my room
do the shopping
set the table
do the ironing

Writing

You want to make a presentation for the e-project 'My school day'.

1 ***Start planning. Write some 🗝 words. What's your routine? What do you do ....?***

in the morning	at school	in the afternoon	in the evening	on some days
get up at 7.30	.....	.....	.....	.....
.....	.....	do my hw	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

2 ***Which sections do you want to have in your presentation?***

3 ***Start writing your text. Add some time expressions (e.g. twice a week) and adverbs of frequency (e.g. often) in your writing.***

Task 11 - p.169

4 ***When you finish, exchange your work with a partner. Read each other's writing and check.***

- Is it interesting to read?
- Are the Simple Present forms correct?
- What about the adverbs of frequency (usually, often etc).?
- What verb forms are there after *like/don't like/love/enjoy etc*?

5 ***Listen to your partner's comments and write your 2nd draft.***

Lesson 2 Greetings from Australia!

Reading

1 ***We're in Jennifer's class in Cambridge. They're doing a geography project about Australia. Jennifer got this quiz from the e-group. Can you do it with your partner?***



Check your answers on page 131

Culture Corner

Do you know?
The school year in Australia starts at the end of January and finishes on 6th December. Can you explain why?

Check your answers on page 131

2 ***This is Jennifer's article for the school newspaper. She's writing about Nicole, a teenager from Australia. Read her article and find out:***

Task 12 - p.170

a. the name of Nicole's school b. how much time Nicole studies every day

TEENnewspaper

A Day in the life of an Australian Teenager

by Jennifer Taylor



This is my key pal, Nicole. Her life is different. She lives in Central Australia at 'the outback'. She doesn't go to school every morning like other children around the world. They're miles away from cities and towns so there are only 'schools of the air' at the outback.

Three times a week she has an 'on air lesson' for 30 minutes only. Her teacher, Mr Kennard, doesn't live in the area. 'I see him on my computer screen and he sends me work to do by e-mail. I do it and I send it back' says Nicole.



Every day she studies for five to six hours. She learns things off by heart and she does exercises. She also watches interesting videos and of course she takes tests. 'My mum helps me a lot. If I have a serious problem, I send an e-mail to my teacher'.

In the afternoons, she goes horse riding and she also learns how to cook. She enjoys cooking. 'There aren't many children in the area but I've got two very good friends. What do you do every day? I'm sure your life is really different!'



based on information from www.assoa.nt.edu.au/

Lesson 2

3 ***Choose a title for each paragraph in Jennifer's article. There's one extra title.***

Task 13 - p.170

a. What about homework? par. ...
b. A different kind of lesson. par. ...
c. Free time. par. ...
d. School trips. par. ...
e. It's too far away! par. ...

4 ***Complete the table about the 'school of the air'. All the information is in Jennifer's article.***

Task 14 - p.171

SCHOOL OF THE AIR	
Where?	
Kind of lessons? How long?	
Necessary equipment?	
Homework activities?	

5 ***Do you like the school of the air? Why / Why not? Tell the class.***



Vocabulary Link

School Subjects

1 ***Magda and Helen, from Greece, do these subjects at school. Match the school subjects (a-m) with the pictures (1-13). Then listen and check.***


1.....

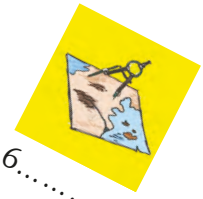

2.....

a. ancient Greek
b. art
c. biology
d. computer studies
e. English
f. geography
g. history
h. home economics
i. mathematics
j. modern Greek
k. music
l. Physical Education - PE
m. Religious Education - RE


3.....


4.....


5.....


6.....


7.....


8.....


9.....


10.....


11.....


12.....


13.....

2 ***Which subjects do/don't you like? Do you do any other subjects?***

I like maths but I don't like biology much.
I love biology. I hate geography!

3 ***Pete is from Sydney, Australia. Look at his school timetable. Does he do the same subjects as you?***



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Technical Drawing	Tech. Drawing	Maths	English	Maths
	Science	History	Health	Science
BREAK				
Health	Sport	English	Maths	Computers
Geography		Languages (Spanish /Indonesian)	Music	English
LUNCH				
Maths	English	Sport	Science	Art
English	Geography			Languages (Spanish /Indonesian)

e.g. We all do geography.
We do Modern Greek but Pete does English.

Grammar Link

Present Simple (2)

1 ***Look at the example sentences and complete the Grammar table.***

- **Nicole learns** things off by heart.
- **Mr Kennard gives** Nicole work to do.
- **She doesn't go** to school every day.
- **He doesn't live** in the area.
- **Does she take** tests? **Yes, she does.**
- **Does he meet** Nicole? **No, he doesn't.**

Form:
he / ..... / it lives
..... he / she / it live?
he / she / it doesn't .....

Find the Present Simple verb forms of the verbs below in Jennifer's article and complete the table.

	he / she / it	
go	.....	What are the verb endings in the 3rd person singular?
watch	.....	
study	.....	
enjoy	.....	**-s / -.... / -....**
want	.....	

see Grammar Appendix, page 147.

2 ***Marianna and Steve are friends but they don't like the same subjects.***

Student A: Look at Table A (Speaking appendix, page 132) and ask your partner about Steve.
Student B: Look at Table B (Speaking appendix, page 133 and ask your partner about Marianna.

3 ***Look at your results and complete the text with the suitable school subject.***

Hi! I'm Marianna and this is my best friend, Steve. We get on really well together but we don't always agree. At school, for example, we both like …… I love …… but Steve doesn't like it at all! He's not so good at foreign languages. He likes …… very much but I don't agree. I think it's very difficult. Anyway, we both hate ……! What about you and your best friend?

Lesson 2 Greetings from Australia!

Speaking & Writing

'Everybody is different but we are all the same'

1 ***Do you like the same things as your partner? Complete the following table about you.***

SCHOOL SUBJECTS		LEISURE ACTIVITIES		SPORTS	
					
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

2 ***Compare your table with your partner's. How many similarities and differences can you find? Tell each other.***

I like playing board games but you don't.
I don't like art but you do.
We like going to the cinema.
We don't like home economics.





Language Bank

I love play**ing** tennis.
I enjoy go**ing** to the cinema.
I don't like danc**ing**.
I hate draw**ing**.
like, enjoy, don't like, hate, love + verb-*ing*.

3 ***Stick a photo and write a short paragraph about you and your friend. Begin like this.***

ME AND MY FRIEND

I'm …… and this is my friend …… We get on really well together but we don't always agree. At school, for example, I like ……
In our free time, Jim likes .....
.....

4 ***Put your work on the e-notice board and read each other's work. Which pair has very little in common?***

Lesson 3 This is my job!

Reading & Listening

1 ***Jerry Young works at Jennifer's school. Look at the picture and read the title and the subtitle of this article. What is Jerry Young? What do you know about his job?***

2 ***Read and / or listen to the interview and tick ✓ the topics Jerry is talking about. There are 2 extra topics.***

Task 15 - p.171

- ☐ My working hours
- ☐ Problems at work
- ☐ Kinds of food served
- ☐ This is how I feel about my job
- ☐ This is how I make the lasagne

3 ***Read and / or listen to the text again and complete Jerry's profile.***

TEENnewspaper

DINNER IS READY!

For this week's issue we talked to Jerry Young, the main chef at our school in Cambridge. This is what he said about his work.

Good morning, Mr Young. We're writing an article about different jobs. Do you want to help?

Yes, sure. What do you want to know?

What exactly do you do at the school?

Well, I'm a cook. I prepare lunch and dinner for the students of this college.

What time do you start work?

I start at 9.30 and it takes about two hours. I usually cook three dishes. One of them is vegetarian. After lunch, I start preparing dinner. I also help with serving the students. I usually finish at 7 p.m.

When do you decide on the menu?

Usually every Saturday. We have a meeting and we write down what we want to cook and what we need to buy. Then, we give our orders to the local supermarket. Every day they bring us fresh ingredients.

What do you usually cook?

You know. Stuff you like. Pasta, burgers, fish and chips, rice… But we also make mixed salads and desserts. Cakes, pies, fruit salads… Everyone is crazy about my apple pie.

Yummy! OK, one last question. What do you like about your job?

Oh, I love cooking, first of all. It's a kind of art. The students here say I'm good at my job. They quite often ask for a second helping. Also, I enjoy being with young people every day.

Sounds interesting!

Thanks for your time, Mr Young.

You're welcome, guys. I have a day-off. See you on Tuesday.

TEENnewspaper

based on an authentic interview with the chef at Oatridge College, Scotland



Jerry Young

Occupation: ……

Place of work: ……

Working hours: ..... to .....

Number of dishes per meal: .....

Meeting day: ……

A popular dish / dessert: ……

Feels …… about his job

Tip!

Don't worry about words you don't know.

Lesson 3

4 ***Match the words from the interview with the correct definitions.*** **Task 16** - p.172

1. dishes (line 13)		a. it is in your neighbourhood
2. vegetarian (line 14)		b. spaghetti or lasagne are types of this
3. order (line 20)	g	c. sweet you eat after lunch or dinner
4. local (line 21)		d. somebody who doesn't eat meat or fish
5. pasta (line 24)		e. when you ask for more food
6. dessert (line 26)		f. kinds of food
7. a second helping (line 32)		~~g. ask a shop to bring you at home~~

Vocabulary Link

Jobs

1 ***What do these people do? Match the pictures (a-i) with the words (1-9). Then listen and check. Can you fill in the sentences now?***


a


b


c



d

1. a vet ...e...
2. a driver .....
3. a secretary .....
4. an architect .....
5. a pilot .....
6. a dancer .....
7. a clerk .....
8. a shop owner ....
9. an author .....


e


f


g


h



i



1. An author writes books.
2. ..... designs houses.
3. ..... types letters.
4. ..... flies a plane.
5. ..... runs a shop.
6. .....plays in musicals.
7. .....drives a taxi / bus.
8. .....works in a bank / company.
9. .....helps sick animals.



2 ***What other jobs do you know? Say what they do.***

3 ***Which jobs come from these words? Use your dictionary to find out. Do you know any people who do these jobs? Tell the class.***

er **ist** **man** **ian** **or**

e.g. My uncle, Harris, is a policeman.

VERBS / NOUNS	JOBS
build	a. builder
work	b. ……
art	c. ……
sail	d. ……
police	e. ……
engine	f. ……
act	g. ……
electricity	h. ……

Idioms with 'work'

4 ***Work with a partner and match the idioms with their meaning. Who would say the following statements? Look at the example. Are there similar idioms in Greek?***



1. 'I work like a dog every day!'	..b..	a. I don't have a job
2. 'Nice work!'	.....	b. I work very hard
3. 'Why do I always do the donkey work?'	.....	c. Start working!
4. 'I'm out of work. We can't go on holidays.'	.....	d. I'm happy with your work!
5. 'Come on, get down to work!'	.....	e. I do the boring things



e.g. My mum says 'Come on, get down to work!' when I'm lazy and I don't do my homework.

5 ***In groups, write mini-dialogues using some of these idioms. Then act them out in class.***

Pronunciation Link

Word stress

1 ***Listen and mark the stress (•).***

• 1. interesting	3. supermarket	5. vegetarian
2. ingredients	4. dessert	6. local

2 ***Can you mark the stress on the words in Vocabulary Link, Task 1?***

Lesson 3



Grammar Link

1 ***Look at the example sentences and match the question words (1-7) with the answers (a-g).***

- **What** do you usually cook?
  Stuff like pasta, burgers etc.
- **What time** do you finish every day?
  At about 7 p.m.
- **When** do you meet the kitchen staff?
  On Saturdays.
- **How many meals** do you prepare?
  Two. Lunch and dinner.

1. Who?	...	a. At school.
2. What?	...	b. On Saturdays.
3. Where?	...	c. Pasta.
4. When?	...	d. At 3.00 pm.
5. What time?	...	e. Four.
6. How often?	...	f. Once a week.
7. How many?	...	g. Peter.

see Grammar Appendix, page 148.

2 ***In groups of four, play Noughts and Crosses. Use the following grid.***

What	When	Where
How many	Who	Which
What time	How often	Who

3 ***In your roles!***

Student A: *Look at Appendix, page 134.*
Student B: *Look at Appendix, page 135.*



Project



Professions

1 ***In your Modern Greek book, there is a unit about 'Work and Professions'. Go through it and choose at least 3 professions you want to know the English word for (e.g. professions of people in your family, the job you want to do in the future etc). Tell the class and explain why you need to know these professions in English.***

I want to know the word «αθλητικός συντάκτης» in English because my dad is one.
I want to know the word «κτηνίατρος» in English because I like animals and I want to do this job in the future.

2 ***In groups, make a list of jobs you want to know in English. Use a dictionary to find the words for these jobs and what they do. Ask your teacher if you need help. When you finish, you can present them to your classmates.***

My dad is a sports editor. He writes articles about sports events for a sports newspaper.

3 ***Make posters with the jobs you have collected. You can draw pictures or stick photographs from newspapers and magazines and write the word for the jobs next to them.***

VOCABULARY LINK

1 ***Write the words in the correct column.***

	JOBS	SCHOOL SUBJECTS
architect biology art vet author PE music secretary		

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

2 ***What time is it?***

1. 7:00 ……
2. 8:15 ……
3. 12:35 ……
4. 6:30 ……
5. 9:45 ……
6. 11:20 ……

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

GRAMMAR LINK

3 ***Circle the correct answer.***

1. Do/Does you go shopping every week?
2. I enjoy to listen/listening to music.
3. We go to school on bus/on foot.
4. How often do/does you eat spaghetti?
5. Where/When do you live? In Kozani.
6. She do/does her homework after lunch.
7. I'm an architect. I design/designs buildings.
8. Who/What cooks at home?
9. They take/takes tests on Fridays.
10. Do/Does your parents play board games?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/10

4 ***Write the verbs in the correct form of the Simple Present.***

*Tom **studies** (study) hard.*

1. ..... your dad ..... (take) any exercise?
2. My mum often ..... (go) shopping with her friends.
3. They ..... (play) basketball at the weekends.
4. Nicky ..... (not/enjoy) listening to jazz.
5. They..... (want) to buy her a present.
6. The baby often ..... (cry) at night.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

5 ***Mark where the words in brackets go.***

She ✓ does her homework in the afternoon. (usually).

1. My brother tidies his bedroom. (never)
2. We see our friends. (at weekends)
3. Do you play football? (often)
4. They don't go to the theatre. (usually)

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 158

0 - 10:  11 - 20:  21 - 25:  26 - 30: 

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can read about a teenager's daily routine and compare it with mine.			
b. I can understand teenagers talking about their leisure activities.			
c. I can talk about my favourite school subjects, leisure activities and sports.			
d. I can write a presentation of my school day.			
e. I can talk about likes and dislikes with my partner.			
f. I can write a text about what my friend and I like and/or dislike.			
g. I can write descriptions of different jobs.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON READING SKILLS

Tick ✓ the reading strategies that have helped you in this unit. Which strategies do you want to try in the future?

Reading Strategies	*Great help!*	*I'll try...*
1. Read the task carefully to understand what you have to do.		
2. Look at the title / pictures of the text and guess what it is about.		
3. Think of words / ideas you might find in the text before you read it.		
4. Read the text quickly to check your guesses and get its main idea.		
5. Read the text more carefully to find the information you need.		
6. Remember that you don't need to know all the words in a text.		
7. Try to guess what a key word means. The text can help you.		



LESSON 1: Let's go to the zoo!

LESSON 2: In the wild!

LESSON 3: Let's go green!

UNIT 4 Ecofriendly



'Great project! Let's all do it!'



'These links can help me with my project!'



Match the links (1-3) with the photos (A-D). There is an extra photo.

A.



B.



C.



D.



In Unit 4 you will...

READ
- a zoo map & a guide book page
- signs / notices
- a quiz on animal facts
- encyclopedia entries about animals
- a poster about recycling

LISTEN TO
- a zoo keeper talking about his day at work
- a radio programme about the environment

TALK ABOUT
- rules for children with pets
- animals, their habits & abilities
- the environment and how to protect it

WRITE
- facts about animals in danger
- an e-mail about how to protect the environment
- a mini zoo guide book
- a leaflet about recycling

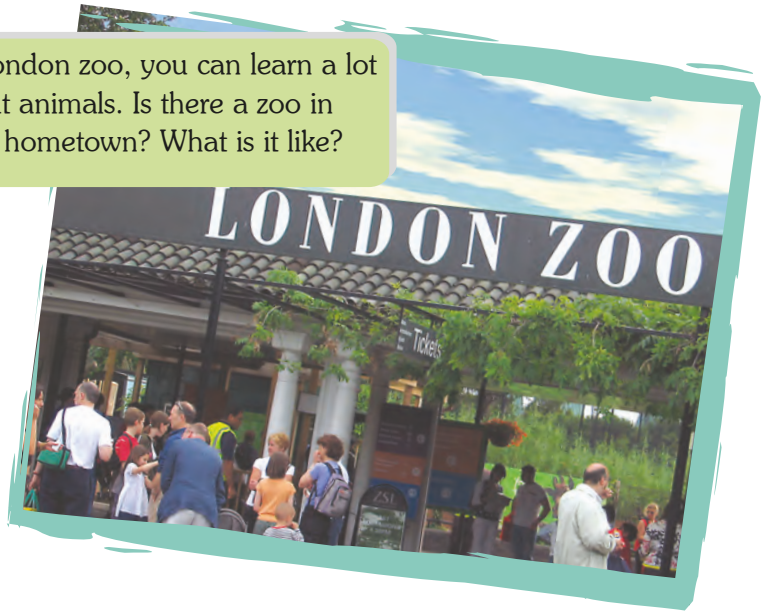
LINK TO
- Maths • Environmental Studies • Geography • Art • Information Technology

Lesson 1

We are in London. David is visiting the zoo with his class. He wants to take part in the e-project so he needs some information about animals.



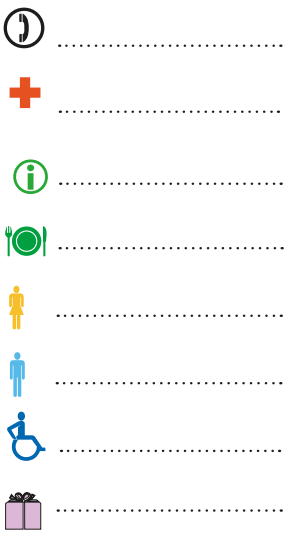
In London zoo, you can learn a lot about animals. Is there a zoo in your hometown? What is it like?



Reading

1 ***David has got a zoo guidebook and a zoo map. They help him go around the place. What do these symbols from the map mean? Write the words next to the symbols.***

• Food • First Aid • Gift shop • Information Kiosk • Telephone
• Men's toilets • Women's toilets • Toilets for the disabled



2 ***Find and tick ✓ these places on the map. How quickly can you do it?***



3 ***What other information can you find in a zoo guidebook? In pairs, make a list.***

4 ***Have a look at this page from the zoo guidebook and choose the correct heading (a-d) for it.***

a. Finding your way around
b. Don't miss!
c. Information about animals
d. Eating and shopping







The recommended route
This footprint trail takes you to all animals.
Follow it! The trail starts at the Main Gate near the Information Kiosk.

Information Kiosk
The Volunteers are here to help you.
If you need any information, ask one of them.



Lost Property
If you lose something, ask for it at the Main Gate.





First Aid
The First Aid post is near the children's playground, in the centre of the Zoo. If you don't find anyone, you can use the telephone outside the post.



Meeting Place
You can meet your family or group at the Information kiosk if you get split up. Another good meeting place is the large fountain at the centre of the Zoo.

adapted from London Zoo (2001) YOUR GUIDE TO LONDON ZOO

5 ***Read the text again. Where in the zoo can you go...***

a. if you lose your bag? .....

b. if you don't feel good? .....

c. if you want information about an animal? .....

d. if you want to meet somebody? .....

Lesson 1

Vocabulary Link

Guessing words from context

1 ***Find these words in the text, page 43. What do they mean? Match (1-4) with (a-d).***

1. a volunteer	...	a. marks on the ground you follow
2. a trail	...	b. it sends up water
3. a fountain	...	c. he/she works without getting any money
4. a playground	...	d. children can play there

At the zoo

2 ***These notices are in the zoo. What do they mean? Match the notices (1-8) with the sentences (a-g). There is an extra notice.***

Task 17 - p.172

1 Kid's meal - £4
Family meal (4 persons) - £12

We accept all credit cards 2

3 DON'T DROP LITTER

4 AQUARIUM

Map inside 5

Giraffe House 6

7 CHILDREN'S ZOO

8 Next stop Water birds

a. If you want to see the penguins, go on. .....

b. There are many farm animals here like sheep, cows and ducks. .....

c. There are very tall animals here. .....

d. It's full of fish. .....

e. Keep the area clean. .....

f. There's a map in the guide. .....

g. You don't need much money here .....

Listening

David and his class talked to one of the zoo keepers. What do you think he does every day?



1 ***Listen to the zoo keeper talking about his day at work and do tasks a and b.***

a. Which animals does he take care of?





Penguins
Hippos
Elephants

b. Tick ✓ his duties. There are 2 extra ones.

- ☐ 1. Check the animals.
- ☐ 2. Train the animals to do things.
- ☐ 3. Walk with the animals.
- ☐ 4. Prepare food for the animals.
- ☐ 5. Clean their house.
- ☐ 6. Feed the animals.

2 ***Would you like to work as a zoo keeper? Why/Why not?***

Grammar Link

Imperative

1 ***Look at these signs from the zoo. Which one tells us what to do?..... Which one tells us what not to do?.....***

a. **Don't drop** litter 

b. **Follow** the trail 

see Grammar Appendix, pages 148-149

2 ***In pairs, match the phrases (1-6) with (a-f). Tell each other what to do and what not to do at the zoo. Then, write the sentences under the pictures (A-F) to make signs for the zoo.***

1. touch	.....	a. our website
2. feed	.....	b. information here
3. ask for	.....	c. noise
4. tap	.....	d. on the glass
5. make	.....	e. the animals
6. visit	.....	f. the animals



A. .....



B. .....



C. .....



D. .....



E. .....



F. .....

If-sentences

3 ***Look at the example sentences and complete the grammar table.***

- If you **need** information, **ask** a volunteer.
- If you **don't find** anyone, you **can use** the telephone near the door.

Clause 1	Clause 2	
If + simple present	……	to tell somebody **what to do** and **what not to do** in a situation
	can / can't + ……	

see Grammar Appendix, page 149.

Speaking

1 ***What do you think these paintings show? Discuss.***



Pierre-Auguste Renoir
Sleeping girl



Melanie Springbett
Carrie's family

2 ***In pairs, talk about DOs and DON'Ts for looking after a pet. Make a list and present it to the class.***

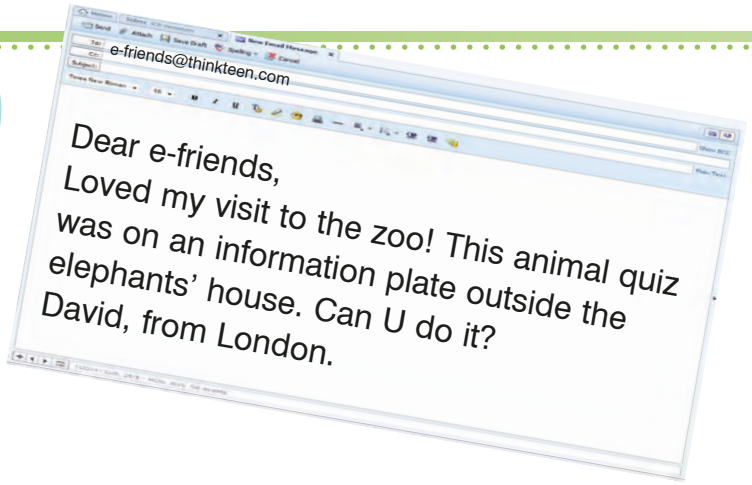
DOs
Take your pet to the vet.

DON'Ts
Don't give your pet a lot of food.

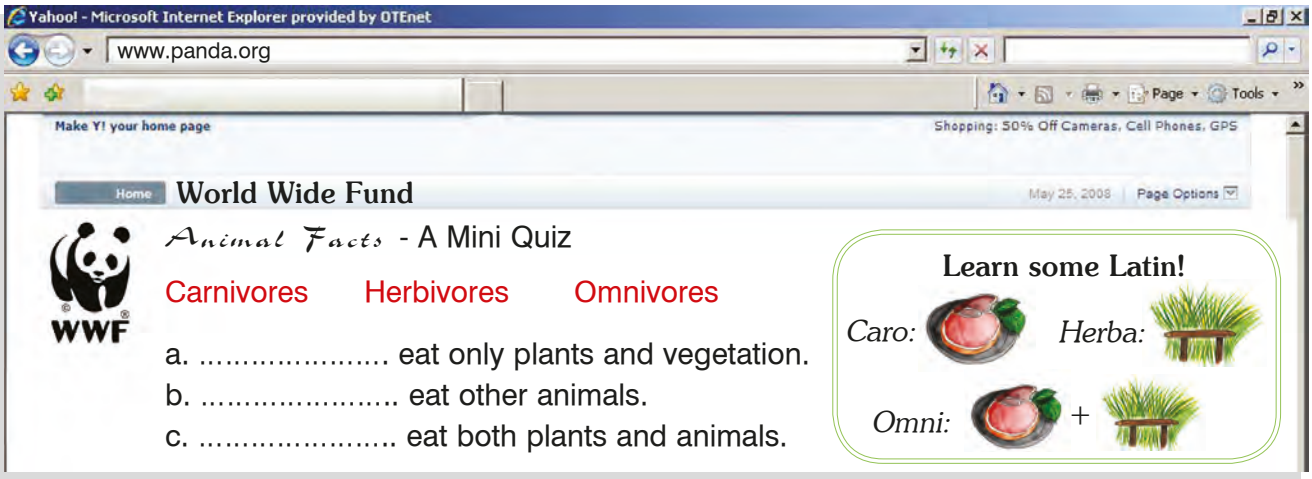
Lesson 2

Reading





1 ***Do this quiz, in pairs. The information on the screen can help you.***



2 ***David is sending this information about animals in danger to the e-group. Read his project (page 47) quickly to find what each animal eats. How much time do you need?***

3 ***Read the project again and complete these notes. They can help you with your project.***

Task 18 - p.173



A Timber Wolf

- Weight: .....
- A family pack: up to ..... wolves.
- Wolves eat .....



A Brown Bear

- In ..... you can see very large bears.
- Doesn't normally attack .....
- Hibernates from ..... till .....



A Rhino

- Special characteristic: .....
- A baby rhino can stand when it's ..... old.
- People make ..... from a rhino's horn.

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THE TIMBER WOLF

It's 75 - 80 cm tall and weighs between 20 and 60 kg. It has strong jaws and very sharp teeth.

Do you weigh more than 40 kg?

Yes ☐ No ☐



Wolves usually hunt in a family pack (3 to 30 wolves). In this way, they can kill large animals. Parents teach pups how to hunt.

Do you like hunting?

Yes ☐ No ☐

It can eat a lot of meat at one meal and then go without food for a long time. It usually eats small animals like mice, rabbits and squirrels.

Do you like eating meat?

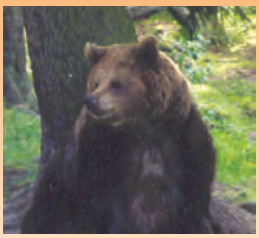
Yes ☐ No ☐

THE BROWN BEAR

The largest brown bears are in Alaska. They can be over 2.5m in height and weigh more than 600 kg!

Are you tall?

Yes ☐ No ☐



Brown bears eat animals and plants. They don't often attack humans. When they attack, it is because they can't see very well.

Are you afraid of bears?

Yes ☐ No ☐

Around October, brown bears get in caves or holes and fall into a deep sleep (hibernate) till March or April.

Do you sleep a lot?

Yes ☐ No ☐

THE RHINO

Rhinos eat grass, branches and leaves. Their skin is very thick and they've got one or two horns. They're grey or brown and they're hairless.

Do you eat green salads?

Yes ☐ No ☐



Female rhinos can have babies when they are about three years old. A baby rhino can stand in about an hour after it is born!

Can a newborn human baby stand?

Yes ☐ No ☐

People kill rhinos for their horn. They use it to make medicine. WWF help all parks that keep rhinos.

Do you know WWF?

Yes ☐ No ☐

Start | Yahoo! - Microsoft Int... | EN | 18:07

based on www.panda.org/news_facts/education/middle_school/species

Lesson 2

Vocabulary Link

Guessing words from context

Task 19 - p.175

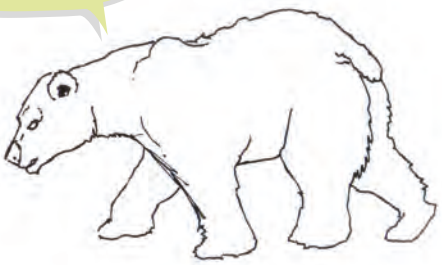
Find words in David's project that mean:

Text A: The Timber Wolf
a. the mouth of a wild animal: ……
b. baby wolves: ……

Text B: The Brown Bear
c. how tall you are : ……
d. people: ……

Text C: The Rhino
e. not thin: ……
f. without hair: ……
g. you take it when you're ill ……

I don't hibernate.



VOCABULARY LEARNING STRATEGIES
see page 56

Grammar Link

can / can't (ability)

1 ***Look at these example sentences and complete the Grammar table.***

- The timber wolf **can eat** a lot of meat.
- The brown bear **can't see** very well.
- **Can** WWF **help? Yes, they can.**
- **Can** a baby rhino **run? No, it can't.**

Can / Can't ↓ ABILITY	Form: **+ can / …… + verb** **……+ + verb?** **Yes, I ……** **No, I can't**	can't = cannot

see Grammar Appendix, page 149.

2 ***What can/can't these animals do? In pairs, write as many sentences as possible.***

e.g. A polar bear can swim in cold water. It can't use sign language. *(There is a key on page 131).*



polar bear	swim in cold water
chimpanzee	climb trees
penguin	eat leaves from tall trees
white shark	use sign language
giraffe	hide in the snow



3 ***What else can these or other animals do? Tell the class what you know.***

Project

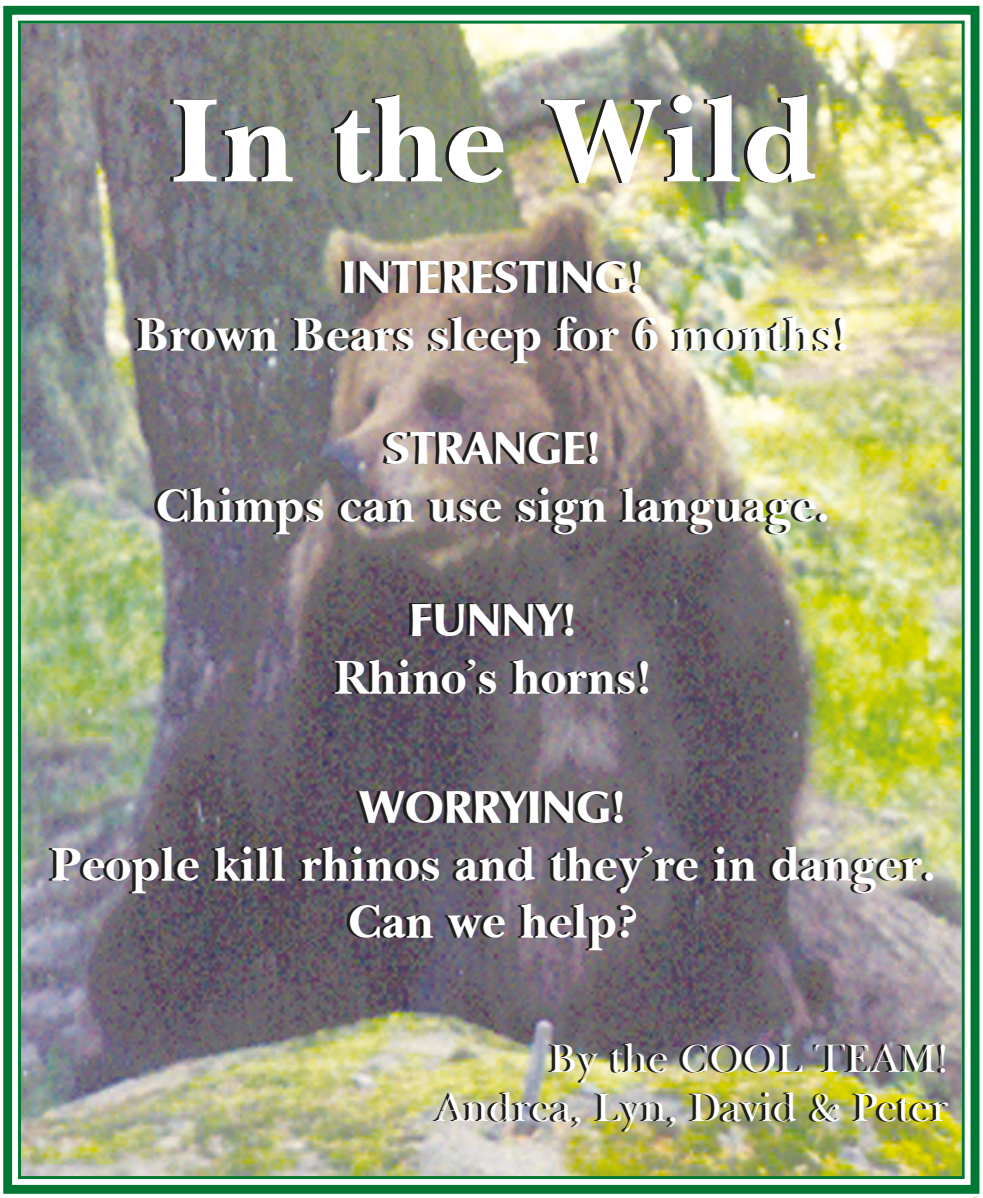
Animal facts

- *Work in groups of four.*
- *Find a name for your team.*
- *Look at the animal facts in this lesson and/or visit the site of WWF or Arkturos to find out more about animals in danger.*
- *Find something:* • *interesting* • *strange* • *funny* • *worrying*
- *Present the facts on an A4 page. Add headings, colours, draw animals or stick photos. This is what David's team did for the e-group.*

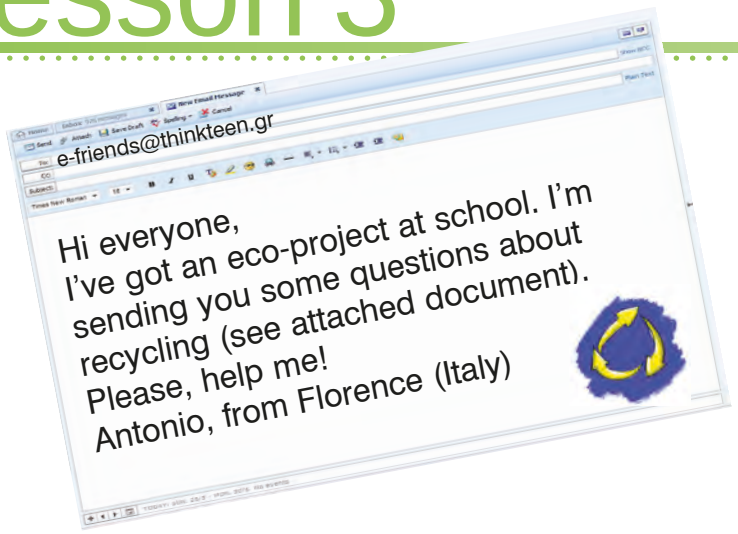
Language Bank

- Brown bears sleep for six months! That's strange /interesting, I think.
- What do you think? Do you agree?
- I agree / I don't agree.
- What else?
- What do you find funny /worrying?

My Portfolio



Lesson 3





1 Recycling

What does it mean? Can you see a Greek word in this English word? Can you remember other English words with the same Greek word in them?

2 ***Which of these can we recycle? Circle. Can you add anything else?***

glassbottlescansbatteriesmagazinesplasticbagsbooksnewspapers

Reading

1 ***Pablo, from Portugal, sent Antonio this recycling poster and some drawings to use with. Choose from the photos (a - f) on page 51 to match each point on the poster (1-5). There is one extra photo.***

Task 20 - p.175

We must all help to save our planet! So,

THINK BEFORE YOU BIN!

Believe it or not, we can recycle over half of what we throw away.

WHAT CAN YOU DO?

1. Sort the paper, glass and cans from your rubbish. Take them to a recycling point. Ask your parents to help you.
2. Buy products you can easily recycle, like ketchup in glass bottles.
3. Form an 'eco team' at school, ask for a recycling bin and get down to work!
4. Are you on a shopping spree with your friends? Take a large bag with you to put your buys in.
5. Don't throw away your old mobile. Some phone stores send old mobiles to people in poor countries.

WE MUST GO GREEN!
RECYCLING IS JUST THE BEGINNING.





adapted from Mizz No 530 / Sept. 7th - 20th 2005 / pages 30-31



a .....



b .....



c .....



d .....



e .....



f .....



Vocabulary Link

Guessing words from context

1 ***Find these words on the poster and match them with their meanings. The text can help you.***

Task 21- p.176

1. throw away	c	a. start
2. sort	...	b. go to the shops and spend a lot of money
3. recycling point	...	c. put something in the bin
4. eco team	...	d. shops
5. get down to	...	e. shopping
6. be on a shopping spree	...	f. you take things for recycling there
7. buys	...	g. they organise recycling
8. stores	...	h. put things in groups

The Environment

2 ***Put the verbs in the correct box.***

drop / pick up cut down / plant kill / protect use / park waste / save

trees	water	animals	cars / bicycles	litter
……	……	……	……	……
……	……	……	……	……







Lesson 3

Grammar Link

must/mustn't

1 ***Look at the example sentences and complete the Grammar table.***

• We **must** save our planet.	• We **mustn't** kill animals.
We use …… / …… to talk about necessary or important actions.	

see Grammar Appendix, page 150.

2 ***You want to protect the environment. Complete the leaflets, in pairs. Use ideas from pages 50-51.***



THINK BEFORE YOU BIN!

✕ We mustn't …	√ We must …
kill animals	recycle
……	……
……	……
……	……
……	……

Pronunciation Link

Sentence stress

1 ***Listen to Kate and Greg, from Liverpool, telling us how to protect the environment.Which words do they stress? Underline them.***

We mustn't kill animals!

That's right! We must protect animals!

2 ***Tell each other what we must / mustn't do for the environment. Stress the right words.***

Listening

1 ***Read David's e-mail. What is it about?***

2 ***Look at David's leaflet. What is it about? How can this idea help our planet?***

Antonio@thinkteen.gr

Antonio,
Next Friday at 7.30, listen to 'Let's protect our Home' on BBC1. It's a radio programme about the environment. I'm also sending you an interesting leaflet. It might help you.
David



picture taken from a London Zoo leaflet



3 ***Antonio's listening to the radio programme. Listen to the introduction. What is today's programme about? Tick ✓ the correct box.***

Are animals in zoos happy? ☐
What can you do to protect animals? ☐
Wild animals in danger. ☐

4 ***Tick ✓ the ideas the people on the programme have got. There is one extra.***

☐ We mustn't cut down the trees in our gardens.
☐ We must keep the animals clean.
☐ We must all write letters to save animals.
☐ We must adopt animals at zoos.

Speaking & Writing

1 ***You want to send Antonio some ideas about how we can help protect the environment. Discuss in groups and then, tell the class. Which are the top 3 ideas in your class?***

Task 22 - p.177

Language Bank

Agreeing / Disagreeing

I agree. / That's a great idea.
I think this is difficult because …
I don't agree with you because…

Suggesting

We can …….
Another good idea is to ….
Why don't we …….
Let's ….
I think we must / mustn't …

Ideas Bank

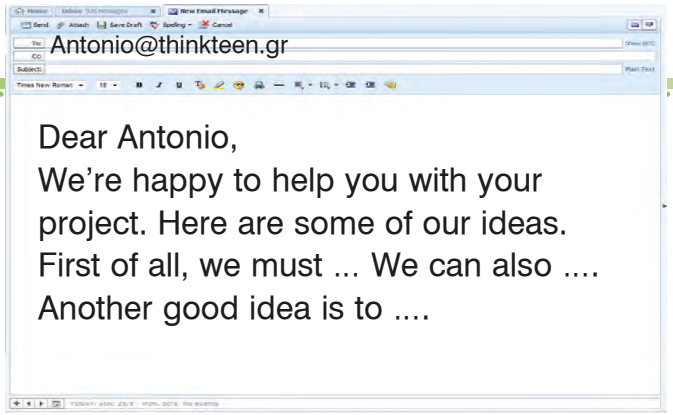
- ask for a recycling bin
- form eco teams
- collect paper / cans
- put up posters
- organise a 'green day'
- clean up the beach
- collect the rubbish from the park near our school

Add your ideas

- ……
- ……

Lesson 3

2 *Write an e-mail to send some of your ideas to Antonio for his project. Start like this:*





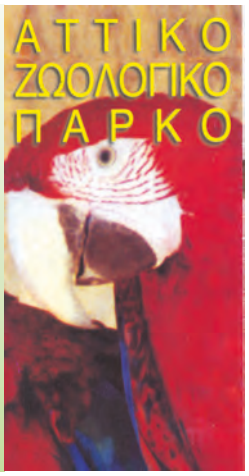
Choose to do <u>one</u> of these projects.



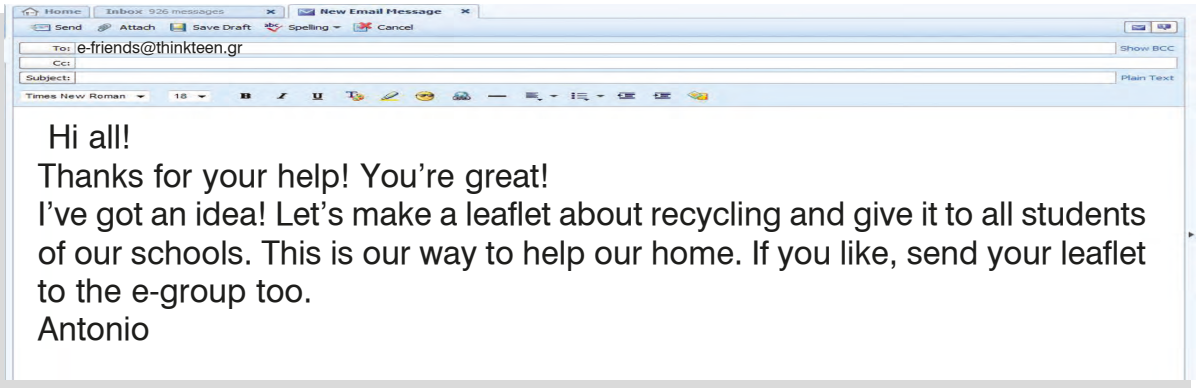
A zoo guidebook



- *In groups, make a mini guidebook for foreign students who want to visit a zoo in your area. Think about:*
  - *Rules*
  - *Kinds of animals*
  - *Activities for visitors*
  - *Opening hours*
- *If there is a zoo in your area, go there with a camera. Take photos and collect any material in English you could use for your project.*
- *If you can't visit a zoo, ask your teacher to help you visit the websites of famous zoos around the world and get ideas for your project.*



A leaflet about recycling



- *Find leaflets about recycling in Greek or in English.*
- *Study the information.*
- *Study the layout.*
- *Decide what ideas you want to put in your leaflet.*
- *Find pictures or drawings. You can take pictures yourself or make your own drawings. They must be black and white.*
- *Decide on the text of your leaflet.*
- *Prepare it, make photocopies and give it out to the students.*

Self-Assessment

VOCABULARY LINK

1 ***Match the words with the definitions.***

1. jaws	.....	a. It eats plants.
2. herbivore	.....	b. You can buy presents there.
3. humans	.....	c. Put something in the bin.
4. medicine	.....	d. The mouth of a wild animal.
5. volunteer	.....	e. You take it when you're ill.
6. trail	.....	f. People
7. throw away	.....	g. You can see water animals there.
8. sort	.....	h. S/he works without getting any money.
9. gift shop	.....	i. It's on the ground and you follow it.
10. aquarium	.....	j. Put things in groups.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/10

2 ***Choose the correct word.***

1. Timber wolves ..... between 20 and 60 kgs.
   a. height b. weigh c. hunt
2. We can't ..... without water for a long time.
   a. go b. feed c. buy
3. Let's meet at the ..... gate.
   a. trail b. fountain c. main
4. If we split ....., we can meet at the fountain.
   a. out b. up c. without
5. Don't ..... on the glass. The monkey doesn't like it.
   a. tap b. throw c. train
6. He ..... the elephants to lift their trunks.
   a. sorts b. feeds c. trains
7. ..... these cans to the recycling point.
   a. Take b. Waste c. Save

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

GRAMMAR LINK

3 ***Use the words in brackets to write a new sentence.***

1. You must save water. **WASTE**
   ……
2. We must plant trees. **CUT DOWN**
   ……
3. A baby rhino doesn't run. **CAN'T**
   ……
4. We can clean up the beach. **LET'S**
   ……

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

COMMUNICATION

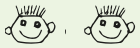
4 ***Fill in the gaps.***

People [1]……. rhinos for their horns. I [2]……. that's worrying. What do you think?

I [3]……. ! You're right! We [4]……. [5]…. kill animals!

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 158

0 - 10:  11 - 20:  21 - 25:  26 - 30: 

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can read a zoo map.			
b. I can understand a zoo keeper talking about his day at work.			
c. I can talk about DOs and DON'Ts for teenagers who have got pets.			
d. I can read encyclopaedia entries about animals and find the information I need.			
e. I can talk about what animals can or can't do.			
f. I can understand a radio programme about the environment.			
g. I can talk about ideas to protect the environment.			
h. I can write an e-mail about how to protect the environment.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON LEARNING NEW VOCABULARY

Tick ✓ the strategies for vocabulary learning that have helped you in this unit. Which strategies do you want to try in the future?

Vocabulary Learning Strategies	*Great help!*	*I'll try...*
1. Try to guess the meaning of words you don't know.		
2. Make a list of word collocations (e.g. waste / save water).		
3. Highlight new words in texts.		
4. Keep a Vocabulary book.		
5. Make sentences with each new word.		
6. Form WORD GROUPS (e.g. the environment).		
7. Play vocabulary games.		
8. Look a word up in your dictionary.		
9. Try to use the new words when you write or speak.		



LESSON 1: It's on the notice board!

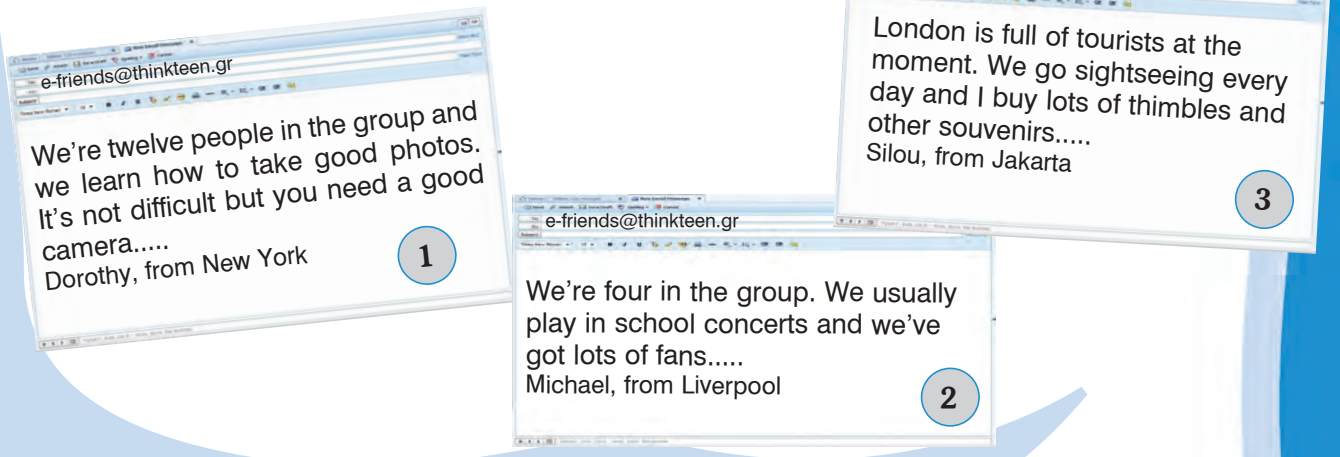
LESSON 2: A weekend away!

LESSON 3: In my free time I learn English!

UNIT 5
Teens in Action!



What are these e-mails about? Choose from a-d above.



In Unit 5 you will...

READ
- school notices
- teenagers' e-mails about their news
- a holiday brochure
- a postcard from England

LISTEN TO
- a telephone conversation about a weekend at a holiday camp
- a song about learning English

TALK ABOUT
- what is happening around you in class at the moment
- photos of teenagers doing sports
- your learning habits

WRITE
- a diary entry
- a photo diary
- a postcard to a friend or relative

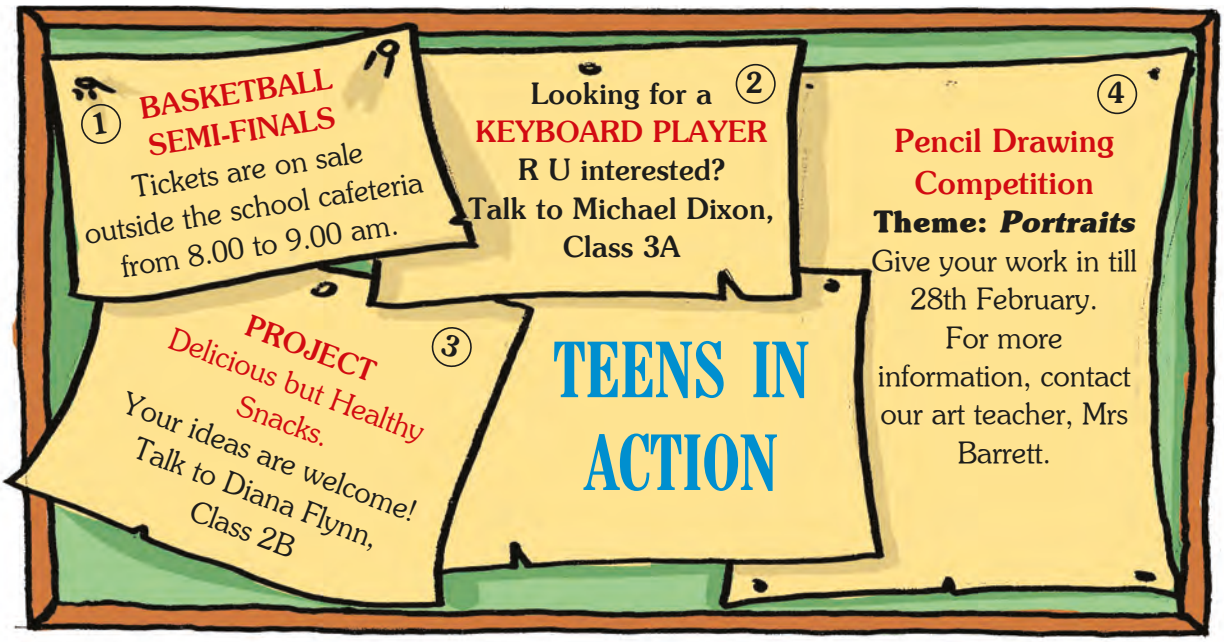
LINK TO
- PE • Music • Art

Lesson 1

Reading

1 ***We are in Michael's school, in Liverpool. Students are looking at new notices on the school board. Which one is interesting for a student who...***

a. likes cooking?	.....	c. loves team sports?	.....
b. plays a musical instrument?	.....	d. is good at drawing?	.....



2 ***Which notice do you find interesting?***

3 ***Check the notice board at your school. What kind of notices are there?***

4 ***Which of the notices 1-4 above is Michael's? What is he talking about?***



Liverpool is famous for its music!
We can be the new Beatles one day!

5 ***Michael is sending this e-mail (page 59) to his e-friends. Read it quickly and say what it is about.***

6 ***In his e-mail, Michael is mentioning (a-d). Find them and circle them.***

a. a sport b. a musical instrument c. a kind of song d. an everyday activity

It's on the notice board!



To: e-friends@thinkteen.gr

Subject: 'My news'

Dear all,
How's it going? I saw the basketball finals on TV last night. Congratulations to the Greeks! Magda, Helen, your team is great!
My news are very good too. At last, we have our band at school! I'm not kidding! It's called '*The Rockers*'. I'm sending you a photo of us in the studio. You can see Paul (the drummer), Nick (the bass guitarist), Bill and me (we both play the lead guitar and we sing). We're now looking for a keyboard player.
There's a school concert in two months so we practise every Friday after school and on Saturday mornings. Bill and Nick are in the studio. They're writing a rock ballad. It sounds really cool!
What about your clubs? Are you preparing anything interesting this year?
I've got to go now. My dad's waiting for me. He's going shopping so he can drop me off at school for our practice.
Keep in touch,
Michael

7 ***The band is giving out this leaflet at school. Read Michael's e-mail to complete (1-6).***

Task 23 - p.178

Task 24 - p.179

Meet

The [1].....



The rock band of OUR school

Paul Salders - drums

Nick White - [2]..... guitar

Bill Cassidy - [3]..... guitar and vocals

[4]..... Dixon - lead guitar and vocals.

You're all welcome to our practice sessions every [5]..... afternoon and Saturday morning.

Our new rock [6]..... will be a No 1 hit!

8 ***Do you play any musical instruments?***
Do you want to be in a band?
Why / Why not?

Lesson 1

Vocabulary Link

Guessing words from context

1 ***Underline these words in the texts on pages 58-59. Then use them to complete the notices (a - e) on Michael's school board.***

contact congratulations give in on sale drop sb off

GEOGRAPHY PROJECT

Please, [e] ..... your final projects ..... on Monday, 3rd.
Mr Barns

The Rockers!

Our CD is [a] ..... at only €5!
Interested? [b]
..... Nick White.

HISTORY QUIZ

The winner of this week's quiz is **Lyn Wilson** (class 2A).
[d] .....!

Drama Club

The school bus will
[c] ..... you .....
outside the school after the show.
Tell your parents!

Musical Instruments

2 ***What's the word for these musical instruments? Match (a-h) with (1-8). Then, listen and check.***

a. drums
b. flute
c. electric guitar
d. piano
e. saxophone
f. synthesizer
g. trumpet
h. violin

1..... 
2..... 
3..... 
4..... 
5..... 
6..... 
7..... 
8..... 



3 ***Do you know a virtuoso on any of the musical instruments above? Tell the class.***

4 ***Find the collocations with the verb PLAY and write them in your notebook. Use your dictionary.***

PLAY	on	stage
	with	cool
	it	the piano
	-	a role / game / practical joke on my friend
		music
		the computer
		chicken
		fire

Link to www.e-yliko.gr for the first class of High School: ***International Music Day***

It's on the notice board!

Grammar Link

Present Continuous

1 ***Look at the sentences and complete the Grammar table.***

- Michael! What are you doing? **You're making** a lot of noise!
- **I'm practising** for our concert, mum.
- **Is Dad waiting** for me in the car? **Yes, he is**. Hurry up!
- **We aren't writing** a pop song. **We're writing** a rock ballad.

Actions happening at the moment
↓
Present Continuous

Time words:
now / at the moment / right now

e.g. What are you doing right now?
We ..... Present Continuous

Complete the form:

+ ..... / is / ..... + verb - .....
Am / ..... / Are + + verb-ing ?
+ 'm not / isn't / ..... + verb-ing

The verb '**to .....**' helps us make questions and negatives and give short answers.

see Grammar Appendix, pages 150 -151.

2 ***What is each of these e-friends doing? Describe.***

a.  b.  c.  d.  e.  f. 

e.g. The girl in picture a is playing the violin.

3 ***Look around you and answer these questions about you and your class.*** **Task 25** - p.180

- Are you sitting with your best friend today? *Yes, I am. / No, I'm not.*
- Are you having a good time in the lesson today? ……
- Is your friend sending a text message? ……
- Are you chewing gum right now? ……
- Are you wearing white socks today? ……
- Is your partner eating something at the moment? ……
- Is your teacher wearing trainers today? ……
- Are all students doing this task? ……

4 ***Write a diary entry about what you and your classmates are doing in your English class at the moment.*** **Task 26** - p.180

Date: ... / ... /...
It's Monday morning. We're having English. I'm not sitting with my best friend today. He's sitting with Jim. I'm wearing my favourite T-shirt. I'm not chewing gum but Mary is. We're...

Speaking

GUESSING GAME: Your partner is one of the e-friends in the pictures above. Ask questions to find which one. How quickly can you find who your partner is?

Are you playing the violin? *No, I'm not.*

Lesson 2

Reading

1 ***The Rockers want to leave for the weekend and they are looking at a holiday brochure. Look at it. What does it advertise? What are the teenagers doing in the photos?***

Yahoo! - Microsoft Internet Explorer provided by OTEnet

www.hldays.com



a.



b.



c.



d.

LOOKING FOR FUN?

Are you between 14 and 18 years old?
Do you love unusual and **extreme sports**?
Then, come to the *Teen Camp* to have the time of your life!
Are you the adventurous type?
Go **white water rafting**, **scaling** or **abseiling**.
If you don't like risky sports, there is **archery** or **fishing** for you.
Our experienced instructors will be next to you to help.
Teen Camp is open all weekends during the winter months and every day from May to September.
School groups are welcome.
For more information, e-mail us at TeenCamp@set.gr

Start | Yahoo! - Microsoft Int... | EN | 18:07

2 ***Read the text on the brochure and complete Michael's notes about the place.***

Task 27 - p.181

Place: .....
Must be ..... to ..... yrs old
Sports: ..... / ..... / ..... / ..... / .....
Open: ..... in winter
..... in the summer

3 ***Do you want to spend a weekend at a camp like this? Why / Why not?***



Vocabulary Link

Guessing words from context

1 ***Find words in the brochure to complete what 'The Rockers' are saying about the camp. Then listen and check.***

Task 28 - p.181

a. Paul: "It's really cool! We are going to have ……!"
b. Nick: "White water rafting isn't for me. I'm not …… at all."
c. Bill: "Are you kidding me? I love …… sports! I want to go scaling."
d. Nick: "What happens when you aren't …… in water rafting?"
e. Michael: "Don't worry! The …… are with you all day."

Sports

2 ***Teenagers can do these sports at Teen Camp. Match them (1-8) with the pictures (a-h). Then, listen and check.***

1. skateboarding	…
2. abseiling	…
3. archery	…
4. bungee jumping	…
5. scaling	…
6. white water rafting	…
7. rollerblading	…
8. surfing	…


a.

b.

c.

d.

e.

f.

g.

h.

3 ***Do you know any other unusual sports?***

Lesson 2

Listening

1 ***Paul, the drummer of 'The Rockers', is calling Mr Donovan, the manager of Teen Camp. Listen to their conversation and complete the timetable of a weekend at the camp.***

	FRIDAY	SATURDAY	SUNDAY
Morning	-	Sports / Activities: • [2] ..... • abseiling • [3]	Sports / Activities: • [6] .....
Afternoon	• arrival • tour of the campus	Sports / Activities: • rollerblading • [4] ..... • [5]	Sports / Activities: • archery • walking • departure
Evening	dinner: [1]	dinner	-

2 ***If you go to a camp like this, what sports are you going to do?***



Grammar Link

Present Continuous vs. Present Simple

1 ***Look at the example sentences and complete the Grammar Table.***

- Look at that man. **He's checking** the rafts.
- **We always have** a barbecue on Fridays.

Actions happening at the moment / in a photo	Every day routine / Habits / States
↓	↓
Present	**Present** .....

Do you remember which verb helps us form questions and negatives in:

a. Present Continuous? .....

b. Present Simple? .....

see Grammar Appendix, pages 150-151.

1 ***'The Rockers' are at the Teen Camp. Look at the pictures and say what they are doing. Then look at the timetable of the Teen Camp on page 64 and say what day it is.***

a.



b.



c.



d.



e.g. *In a, they're fishing so it's Saturday morning because they go fishing on Saturday mornings.*

e.



f.



Writing

Make a Photo Diary

Choose some photos from your holidays. Write a short text for each:

a. Say where you are.
b. Describe what you're doing in the photo.
c. Say how often you do this activity on your holidays.

You can send your photos and texts to your e-friends.





In this photo, I'm having lunch in a restaurant with my family. The food is delicious. We're eating fish. My parents are drinking beer because it's a very hot day. We often eat out when we're on holidays. Mum doesn't want to cook because she has a rest. Do you eat in restaurants in the summer?

Project

Do you take photos when you go on a school trip?

When you come back, choose the photos you like.

- In groups, make a photo diary. It can be as humorous as you like.
- Make an album with photos and texts. Don't forget to write the dates.

You can do this whenever you go on a school trip or there is a special school event. At the end of the year, make a year book.

Lesson 3

Reading & Listening

1 ***Read Magda's e-mail to Michael. What is she asking for?***

michael@thinkteen.gr

Hi Michael,
I need your help! I'm writing the lyrics of a song for my English project. Can you write the music?
Love,
Magda

2 ***Listen to Michael and Magda's song. What's the best title for it?***

Let's study English | My English teacher | Have fun in English

My English is great
I study it at school
But also I e-mail
Mike in Liverpool

I buy English comics
And listen to English songs
I learn by heart the lyrics
And sing them with my folks

Today I'm watching telly
A film you must see too
This girl in it named Nelly
Is great to listen to

So, follow my advice
Grammar is not enough
Put English in your life
And you can have great fun!

3 ***Listen again and read the song. Tick ✓ what the girl does to practise English.***

a. I read English books / mags. ☐
b. I travel abroad. ☐
c. I listen to English songs. ☐
d. I keep a diary in English. ☐
e. I watch English films ☐
f. I practise with my friends. ☐
g. I use an English-English dictionary. ☐
h. I play Scrabble® in English. ☐
i. I have an English key pal. ☐
j. I send text messages in English. ☐



4 ***What about you?***

a. Do you do any of these activities? How often?
b. Do you want to try any others? Which ones?

5 ***Sing the song in groups.***

Idea

Try to write your own song about learning English!

In my free time I learn English!

Reading

1 ***Magda is in Windsor for two weeks, on an exchange school programme. Read her e-mail to her key pal, Michael and find...***

Task 29 - p.182

a. what day it is. .....
b. where she is right now. .....
c. her friend's nationality. .....
d. her teacher's name. .....
e. her opinion about food. .....
f. an afternoon activity. .....
g. tonight's activity. .....
h. a sight in London. .....

Home | Inbox 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: michael@thinkteen.gr — Show BCC

Cc:

Subject: trip to London — Plain Text

Times New Roman | 18



Dear Mike,

It's Wednesday, 14.30 and I'm in the library. I'm waiting for Silou, an Indonesian friend. You know, I speak English with her all day. Our teacher, Lyn, says we must try to do everything in English.

I'm staying in a small room but it's cosy. In the mornings, we have lessons from 9.00 to 12.30. The food is tasty but not really healthy. Thank God, there are many different salads! I eat lots of them.

After lunch, we leave on excursions to Windsor or to London or we play sports and games on campus. Our teachers are always with us (is that good?). In the evenings, we organise parties. I think it's karaoke night tonight. I love this place! It's full of surprises.

Got to go now. Silou's here and we must find some information about the Tower of London. Are you having a good time? Sure you can't come to London just for a day?

Write soon,

Magda

TODAY: SUN, 25/5 - MON, 30/6 No events

2 ***Magda's English is getting better and better every day. Find these sentences in her e-mail. What do the words in bold refer to?***

Task 30 - p.183

a. I speak English with **her** all day. (para.1) .....
b. I'm staying in a small room but **it**'s cosy. (para.2) .....
c. ..... and I eat lots of **them**. (para.2) .....
d. **It**'s full of surprises. (para.3) .....
e. Silou's **here** and .... (para.4) .....

Lesson 3

Vocabulary Link

Dictionary Skills

Today, we are learning how to use an English-English dictionary. Do the same.

1 ***Put the words into alphabetical order.***

Task 31- p.183

1. teacher	a. .....
2. table	b. .....
3. tour	c. .....
4. theatre	d. .....
5. train	e. .....
6. tonight	f. .....

2 ***Mark the stress in these words.***

Task 32 - p.183

English dictionary



a. **We**dnesday
b. library
c. Japanese
d. excursions
e. organise
f. surprises

3 ***Find what the words in bold mean:***

Task 33 - p.183

a. I want to stay in England for a **fortnight**.
b. Dad's washing the **crockery**.
c. Is there another **pillow**?
d. Turn the **tap** off!

4 ***Find words or phrases that begin with the word 'table' and mean the following:***

Task 33 - p.183

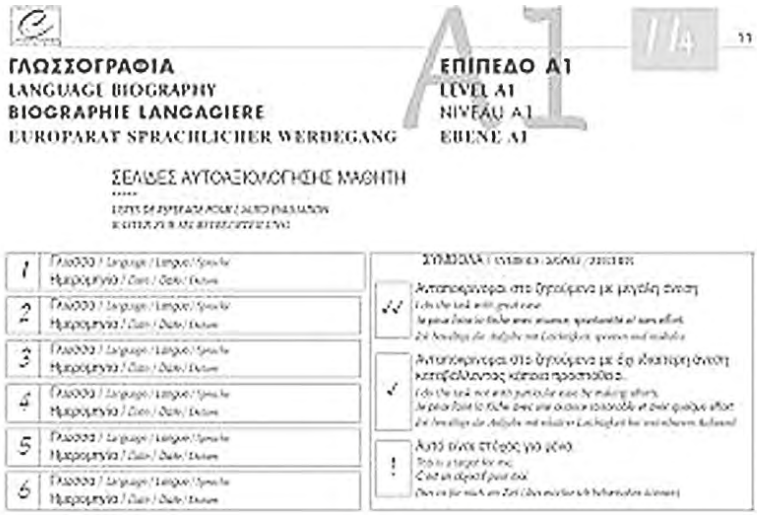
a. A cloth you put over the table when you have a meal.
b. A big spoon you use to serve food.
c. A sport you play on a table.





5 ***This is the coverpage of The European Language Portfolio. Visit the website www.pi-schools.gr/lessons/french/portfolio_gymnasiou.pdf, print pages 6-8 and 11-16 and answer the questions:***





In my free time I learn English!

Pronunciation Link



1 ***We are now doing some pronunciation practice. You can do it too!***
Listen and tick ✓ the sentence you hear.

a. You must call the police. ☐
You mustn't call the police. ☐

b. We're friends. ☐
Where are your friends? ☐

c. Who's got a red car? ☐
He's got a red car. ☐

d. When do you work? ☐
Where do you work? ☐

e. You can run fast. ☐
You can't run fast. ☐

f. He's playing the guitar. ☐
He likes playing the guitar. ☐

2 ***Listen and underline the word the speaker stresses. Then match statements 1-3 with statements a-c.***

1. Molly's going to the theatre today. a. Not at the weekend.
2. Molly's going to the theatre today. b. Not Nelly.
3. Molly's going to the theatre today. c. Not to the cinema.

Writing

1 ***We are having a writing lesson at the moment. We must use this code to correct the mistakes in our sentences. Can you help us?***

a. Dad **sleeps**[WT]. Don't make noise!
b. I always **read**[WW] for school.
c. **Our teacher is**[GR] in the classroom?
d. We go **every day**[WO] to school.
e. My house is **beutifull**.[SP]
f. I speak **english**[P] with Silou.
g.[^] Is very cold.

Writing Code	
WT	Wrong Tense
WW	Wrong Word
GR	Grammar problem
WO	Wrong Order
SP	Spelling Problem
P	Punctuation
^	sth is missing

WRITING STRATEGIES
See page 72

Lesson 3

2 ***This is my postcard to my friend, May, in Jakarta. Look at my teacher's comments and help me correct my mistakes. Work in pairs.***



Hi May,

I [1]have[WT] the time of my life in England! Every day we have lessons and we go on [2]excercions[SP]. I've got [3]^ very good friend, Magda. [4]she's[P] from [5]Greek[WW]. We're in Windsor now and we're having tea in a small café. On the postcard, you can see Windsor Castle. The Queen [6]live[GR] here in summer. What about you? Are you on holidays?

Lots of love,
Silou

UK90p

May Kotto
3 Fleming st.
JAKARTA
INDONESIA

3 ***Write a postcard to a friend or a relative.***

Write to them:

- where you are at the moment and what you're doing.
- something about your daily routine.
- what there is on your postcard.

Idea

- Use a real postcard which shows your hometown!
- Send the postcard to the person you're writing to.

Writing Tip!

- Read each other's first drafts.
- Use the code.
- Make comments.

My Portfolio

Self-Assessment

VOCABULARY LINK

1 ***Delete the odd one out.***

1. delicious	healthy	adventurous
2. vocals	notice board	ballad
3. flute	archery	trumpet
4. dictionary	diary	band
5. mags	campus	telly

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

2 ***Match the phrases.***

contact	f	a. the time of your life
1. play		b. instructors
2. have		c. abroad
3. risky		d. a role
4. experienced		e. sports
5. travel		~~f. the police~~

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

GRAMMAR LINK

3 **Choose the correct answer.**

1. She is painting my portrait ...
   a. at the moment b. every day
2. Greg plays football ...
   a. now b. on Saturdays
3. Jenny ... plays the violin.
   a. often b. every day
4. Are you preparing for the concert ...?
   a. always b. at the moment
5. I don't visit my grandparents ...
   a. very often b. now

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

4 **Put the verbs in Present Continuous or Simple Present.**

Listen! Jack *is playing* (play) the drums.
1. The baby …… (sleep). Don't make any noise.
2. How often ……. your mum …… (go) to the supermarket?
3. Where's the teacher? She …… (work) in the library.
4. Lots of tourists …… (visit) Greece every year.
5. Molly …… (not/read) a book. She's playing on her computer.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

5 **Correct the mistakes.**

1. He is playing[GR] the piano every day. ……
2. Every year there's a book project[WW] at Zappeio. ……
3. Do you like spaghetti.[P] ……
4. Do you play any musical instroumentS[SP]? ……
5. They have lunch always[WO] at an Italian restaurant on Sundays.
   ……

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 158

0 - 10: 11 - 20: 21 - 25: 26 - 30:

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can read notices on the school board.			
b. I can describe what each student is doing in class at the moment.			
c. I can read a brochure about a teen camp to get the information I need.			
d. I can understand a telephone conversation about activities at a camp.			
e. I can understand the lyrics of a song.			
f. I can use an English-English dictionary.			
g. I can use the writing code to correct mistakes in my writing.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON WRITING SKILLS

Tick ✓ the writing strategies that have helped you in this unit. Which strategies do you want to try in the future?

Writing Strategies	*Great help!*	*I'll try...*
1. Read the task to understand • what type of text you are writing, • who you are writing to and • why you are writing.		
2. Use the model texts in your book to get help.		
3. Make a plan before you start writing.		
4. If there is a Language Bank, use the words and phrases in your writing.		
5. Ask your partner to read your draft and comment on your ideas and language. Do the same for him/her.		
6. Use the 'writing code' to correct mistakes.		
7. Store your writing and keep a record of your mistakes.		



UNIT 6
Bits and pieces!

LESSON 1: FOODstuff!

LESSON 2: TEEN Voice!

LESSON 3: The four corners of the Earth!



Can you match the links (1-3) above with the children's comments (a-c)?

'Homework Helper! Mmm... interesting!'



c.

'I know Jennifer wears a school uniform. Who else?'



a



b.

'Great quiz! I'll send it to all my e-friends!'

In Unit 6 you will...

READ
- A quiz about healthy eating habits
- A web survey on school uniforms
- A project on water facts
- A UK map & information table

LISTEN TO
- A radio quiz programme about geography

TALK ABOUT
- your eating habits
- what there is in your shopping bag
- your opinion about school uniforms
- ideal clothes and accessories for school

WRITE
- a leaflet about healthy eating habits
- a short article about the UK

LINK TO
- Health • Home Economics • Geography • Maths

Lesson 1



Jennifer is sending this webpage to her e-friends. What is it about?

Do you like burgers and chips? What's your favourite snack?



Reading

1 *Are your eating habits healthy? Do this quiz to find out.*

Yahoo! - Microsoft Internet Explorer provided by OTEnet

Are your eating habits healthy?



1. What do you usually eat at school breaks?

a. crisps or chocolate bars
b. a sandwich or a cheese pie
c. fruit

2. How often do you eat fast food (pizza, burgers etc.)?



a. twice a week
b. once a week
c. once a month



3. What do you drink when you're thirsty?



a. a fizzy drink
b. milk or juice
c. water

4. How often do you eat fresh salads and fruit?



a. Almost never. I don't like them.
b. When my parents say so but I don't really like them.
c. Every day because I like them.

5. Do you have a snack while you're watching TV?



a. always
b. sometimes
c. I don't eat when I watch TV.

Start | Yahoo! - Microsoft Int... | EN | 18:07

YOUR SCORE

If you have more *a* answers: In your everyday diet, there is a lot of fat and sugar. You should do something about it because this kind of food is really bad for your heart and your teeth. Eat three home made meals a day and drink a lot of water. Do you play any sports? If you don't, you should walk a lot.

If you have more *b* answers: Your everyday diet is healthy. You don't eat much fat or sugar. Try not to buy many juices or pies. Prefer home made snacks like cheese and tomato sandwiches or fruit. And take some exercise every day.

If you have more *c* answers: Congratulations! Your eating habits are very healthy. There are lots of vitamins in what you eat every day. You know what is good for you so you shouldn't worry if you sometimes eat a burger or a slice of pizza.

2 *Do you agree with the results of the quiz? Why / Why not?*

Vocabulary Link

Food and Snacks

1 ***Jennifer's class is exploring the Health Link and they are preparing a poster about healthy eating habits. Here are the items they want to put on it. Write the words (a -j) under the drawings (1-10). Then listen and check.***

a. yoghurt	c. meat	e. vegetables	g. chips	i. sweets
b. fish	d. fizzy drinks	f. chicken	h. sausage pies	j. fruit

It's OK!


1 .....


2 .....


3 .....


4 .....


5 .....

Be careful!


6 .....


7 .....


8 .....


9 .....



10 .....

1 ***Here is one of the word games on the site. Circle the words to form FOOD collocations.***

a. A slice of breadpizzacaketoastham

b. A carton of orangejuicemilkicecreamyoghurt

c. A packet of cerealcornflakescrispsbiscuits

d. A tin/can of cokebeertuna

e. A chocolate barbiscuitcakeeggicecream

Speaking

MEMORY GAME

Look at pages 136-137 & 139-140 and play the game.

Lesson 1

Grammar Link

Countable / Uncountable nouns
A lot of / much / many / how much / how many

1 ***Which of these can we count? Make two lists.***

One, two, three	Some
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
Countable nouns	***Uncountable nouns***

milk bread sandwich chocolate chocolate bar coffee biscuit cake slice of pizza meat burger can of coke beer water glass of water sweet apple

2 ***Study the example sentences and complete the Grammar table***

• **How many** burgers do you eat?	• **How much** milk do you drink?
• I eat **a lot of** burgers. 	• I drink **a lot of** milk. 
• I don't eat **many** burgers. 	• I don't drink **much** milk. 

Put a tick (✓) in the right box:

NOUNS	a lot of	(How) many	(How) much
COUNTABLE			
UNCOUNTABLE			

see Grammar Appendix, page 151

Giving Advice

3 ***Look at the example sentences and complete the Grammar box.***

• You **should** walk a lot.
• You **shouldn't** eat in front of the TV.

We use ..... / **shouldn't** to give advice.

Check with the Grammar Appendix, page 152.

This is the Food Guide Pyramid. What does it say about healthy eating habits?



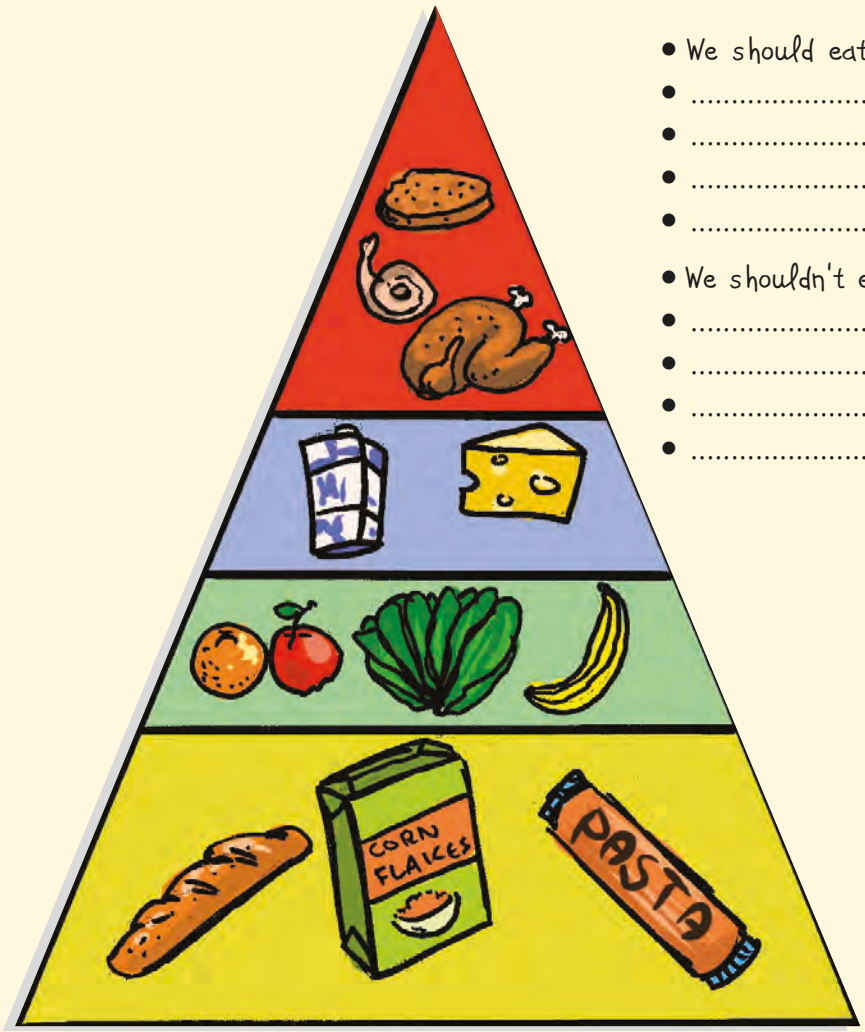
Writing

Leaflet about healthy eating habits

1 ***Which eating habits are healthy for:***
a. a student of your age
b. an athlete of your age
c. a student who wants to lose weight?

2 ***In pairs, prepare a leaflet about healthy eating habits for teenagers. Use the information in the Food Pyramid and your PE textbook. You can add drawings, photos and statistics. Put your leaflets on display.***

Healthy Eating Habits for Teenagers



- We should eat a lot of vegetables.
- .....
- .....
- .....
- .....
- We shouldn't eat much chocolate.
- .....
- .....
- .....
- .....

Lesson 1 Foodstuff!



Project

A class survey - Is our diet healthy?

- Write down how many of the items in the questionnaire you eat or drink in a week. You need a weekly diary.
- Bring your diary in class.
- Get in groups of 4 and ask your partners about his/her eating habits. Complete the questionnaire.

FOOD & DRINK	How many / much?				GROUP Total	CLASS Total
NAME						
milk	5 glasses					
burgers						
crisps						
apples						
yoghurt			3 cartons			
pizza						
fizzy drinks						

- Make the total of each item on the list.
- Decide if your group has healthy eating habits.
- Make the total of your class. Does your class have healthy habits?



PROJECT STRATEGIES
see page 90

Reading

1 ***Look at Helen's e-mail to her e-friends. What is it about? What can you see in the photos?***

efriends@thinkteen.gr

My dear e-friends,
Look at these photos. They're in TIME FOR TEENS. Do you wear a uniform at school? I don't. If you like, you can write your opinion about school uniforms. There are entries from lots of students around the world. You can also vote. Have fun!
Helen

a.



b



2 ***Find out what students think about school uniforms. Read their entries on page 80 and complete the form with the results of the survey.***

School Uniforms: Love or Hate?
A SURVEY

Number of entries: 6

	don't like	*like*
1. *John* (Canadian) -	☹	
2.		
3.		
4.		
5.		
6.		
☹ ..... out of 6		
☺ ..... out of 6		

3 ***Look more closely. Which e-friend...***

a. finds uniforms more comfortable? .....
b. works better in his / her clothes? .....
c. doesn't like to spend money on uniforms? .....
d. has problems with other students? .....
e. wants to change his / her uniform? .....
f. thinks he's lucky? .....

Lesson 2

School Uniforms: Love or Hate?

Yahoo! - Microsoft Internet Explorer provided by OTEnet

Poll: School Uniforms
Love or Hate? Vote now!



Uniforms are sometimes more expensive than our clothes. We spend a lot of money to buy something we wear only at school!
Silou, from Indonesia 3



We're luckier than teenagers in other countries. We don't have to wear a uniform. School is nicer if you wear cool clothes. What do you think?
Spyros, from Greece 5

Terrible idea! I want to look different, not the same with all my classmates. I find my clothes more comfortable. On *No Uniform Day* I think I'm a better student!
John, from Canada 1

My classmates usually pick on me because I always wear cheaper clothes. My parents can't buy me whatever I like. So, I prefer my uniform. Everybody is the same at school.
Vanessa, from Japan 4

I don't mind my uniform - it's comfortable and it's a symbol of our school. And of course, I don't have to worry about what to wear every morning.
Pete, from Australia 2



The problem is that they look awful! Can we design our uniform and choose something trendy? What about a polo shirt, jeans and colourful trainers? They're more practical than those long skirts and ties.
Jennifer, from England 6

Start | Yahoo! - Microsoft Int... | EN | 18:07

4 ***What is your opinion about school uniforms? Which student(s) do you agree with?***

5 ***Vote for TIME FOR TEENS in class. School Uniforms: Love or Hate? What are your results?***

e.g. In our class, 5 out of .... like / hate school uniforms.

Language Bank

I agree / don't agree with .....
I think / don't think that....
In my opinion, X is right / wrong because ...

Vocabulary Link

Guessing words from context

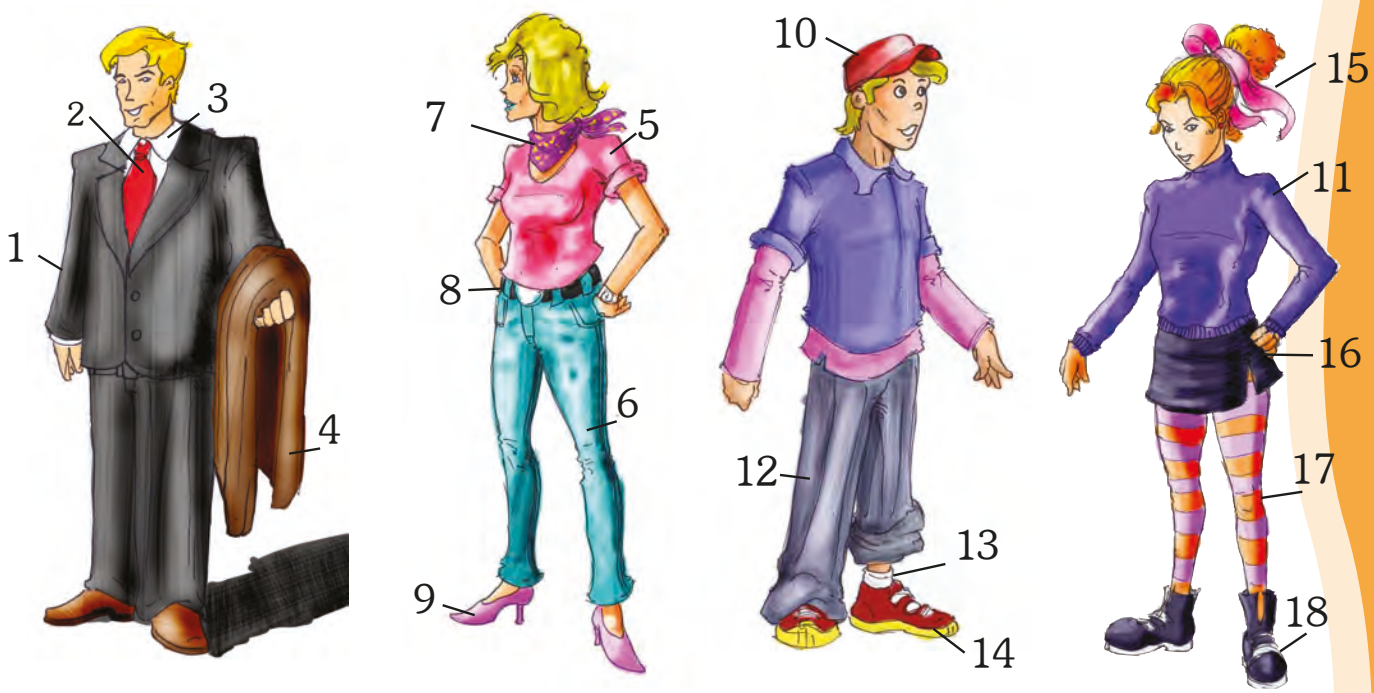
1 ***Look at the webpage and find words the students are using that mean:*** **Task 35** - p.184

a. nice to wear ① .....
b. it's not important to me ① .....
c. think about all the time ② .....
d. it costs a lot of money ③ .....
e. not to be polite to sb ④ .....
f. very bad ⑥ .....
g. modern ⑥ .....
h. comfortable and easy to wear ⑥ .....

Clothes & Accessories

2 ***What do we usually wear? Look at the pictures and write the numbers (1- 18) next to the words in the box. Then listen and check.***

... jeans	... shirt	... skirt	... boots	... trainers	... suit
... T-shirt	... high heels	... trousers	... scarf	... coat	... socks
... sweater	... leggings	... belt	... cap	... tie	... hair band



3 ***Find the answers to the vocabulary quiz. Is there something else you usually wear and you want to learn the English word for? In groups, look the word(s) up in your dictionary.***

Vocabulary Quiz

a uniform - a tracksuit
Which one do you wear at PE lessons?
a costume - a suit
Which one do you wear at the carnival?

Lesson 2



Grammar Link

Plural Nouns

1 ***Look at the example sentence and complete the Grammar box.***

- My new *jeans* **are** cool.

Complete:
Words like **jeans** / **pyjamas** / **trousers** / **shorts** / **leggings** are always in singular / plural.

see Grammar Appendix, page 152.

Comparison - Comparative Form

2 ***Look at the example sentences and complete the Grammar table.***

- My clothes are **cheaper than** my school uniform.
- Jeans are **nicer than** school uniforms.
- We're **luckier than** teenagers in other countries.
- I find my clothes **more comfortable than** a school uniform.
- My uniform is **better than** Vanessa's.

a. Tick ✓ the correct answer. In the sentences above we compare:

1. two people or things ? ☐
2. more than two people or things? ☐

b. Complete with the correct form:

POSITIVE	COMPARATIVE
cheap	cheaper than
nice	
easy	
	more interesting than
practical	
good	better than
bad	worse than

see Grammar Appendix, page 152

Pronunciation Link

/ ə /

1 ***We use the sound / ə / in syllables that are not stressed. Listen and practise saying the following words. Helen has changed the spelling to show you when to make the / ə / sound.***

photograph (photəgraph) opinion (əpiniən) polite (pəlite) about (əbout)

2 ***Listen, find the / ə / sound and write the words in the brackets the way Helen did.***

karate	([1] ……)	police	([2] ……)	library	([3]……)
parents	([4] ……)	London	([5] ……)	breakfast	([6]……)
Saturday	([7] ……)	geography	([8.]……)		

Speaking



Which of the two is ideal for school?

In pairs, compare these items. Then, tell the class what you prefer and why. **Task 36** - p.185

a.



b.



c.



d.



e.



Language Bank

flashy top,

straps, fleece,

tight jeans,

high heels

Think!

What adjectives do you need?

heavy, light,

trendy, practical

……

……

……

……

……

Lesson 3

Look at these e-mails.
Who are the writers?
What are they about?

dorothy@thinkteen.gr

Hello!
I'm terrible at Geography. What about you? Do you know anything about Olympus or the Mediterranean? Need your help! Do you have any ideas?

Dorothy, from Bronx (NYC)

pablo@thinkteen.gr

Hi Dorothy,
Why don't you visit *TIME FOR TEENS*? Look for the Homework Helper link. It's got everything! I'll find something for you.

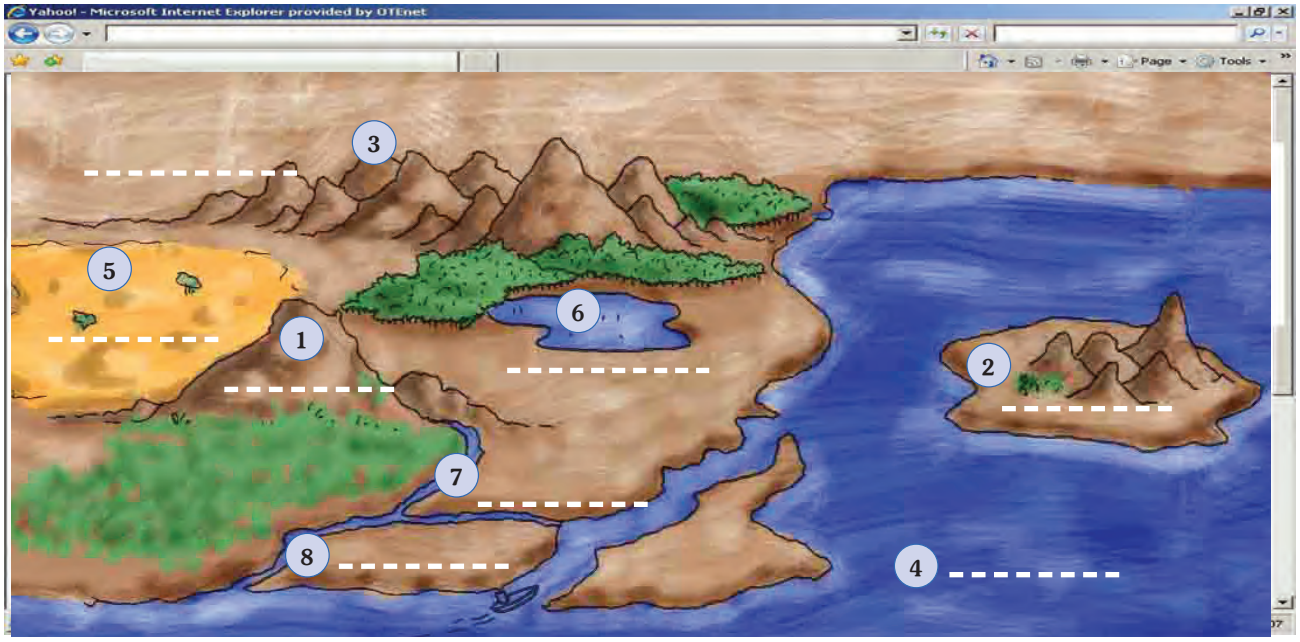
Pablo, from Lisbon

Vocabulary Link

Geographical Words

1 *Are you good at geography? Write the geographical words on it. Then, listen and check.*

an island the sea a lake a mountain a desert a river a mountain range



2 *Find one Greek example for each geographical feature. Which ones can't you find in Greece?*

Listening

Dorothy used this radio programme for her project. Listen to it and complete her notes.

Task 37- p.186

1. Name of the quiz? .....
2. Number of questions? .....
3. What's the prize? .....
4. Call on .....

Q 1: Which of the two rivers is longer? .....
Q 2: Does James know the answer? *Yes / No*
Q 3: Which mountain is it about? .....
Q 4: What is it about? *a country/ a continent / a city*
Q 5: What is the name of the lake? .....

The four corners of the Earth!

Reading

1 ***In groups, find the following places on your world map. What do you know about them?***

the Pacific Ocean Israel Egypt South America Venezuela the Arctic Ocean

2 ***Pablo sent Dorothy this text to help her with her project. Look at the title and say what it is about.***

3 ***Read the text quickly to find:***

a. a small ocean b. the height of Mount Everest c. a rainforest d. a park



Lesson 3

4 ***Dorothy prepared this table for her geography project. Read the text more carefully and complete the facts in it in pairs.***

Task 38 - p.186

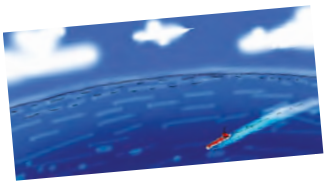
WATER FACTS		
Name	**It is**	**Other info**
The Pacific Ocean	[1].....	1/3 of the Earth
[2].....	the smallest ocean	[3]..... smaller than the Pacific
[4].....	the deepest spot	[5]..... m
[6].....	the lowest lake	very salty
[7].....	the longest river	[8]..... m
The Amazon rainforest	[9].....	very wet
Angel Falls	the highest waterfall	[10]..... m

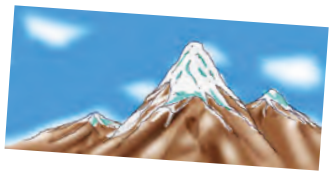
Vocabulary Link

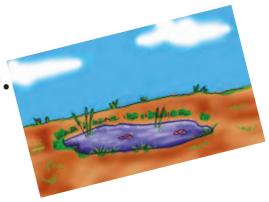
Adjectives

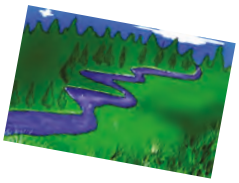
1 ***Match the adjectives (a-h) with the pictures (1-8).***

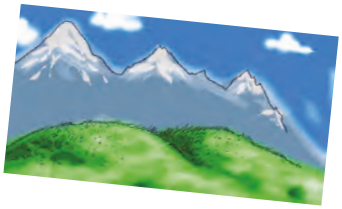
a. high
b. low
c. long
d. salty
e. large
f. deep
g. wet
h. small


1.....


2.....


3.....


4.....


5.....


6.....


7.....


8.....

2 ***Look at the boxes and practise reading the following numbers with your partner. When do we use 'and'? Circle: before hundreds / before tens***

549
Five hundred ***and*** *forty-nine*

3,976
Three thousand, nine hundred ***and*** *seventy-six*

a. 719 b. 2,065 c. 896 d. 4,182 e. 6,970 f. 304

3 ***Write down five numbers. Read them to your partner. Can he/she write them correctly?***

4 ***Look at the Water Facts for one minute. Then, close your books. How much information can you remember? Check each other.***

How long is the River Nile? It's 6,671km long.

Language Bank

How + **adjective** is ....?

Grammar Link

Comparison - Superlative Form

1 ***Study the example sentences and complete the Grammar table.***

a. The River Nile is **the longest** river in the world.
b. The Pacific Ocean is **the largest** ocean in the world.
c. The Dead Sea is **the saltiest** lake in the world.
d. The Amazon rainforest is **the wettest** rainforest in the world.
e. Angel Falls is **the most beautiful** waterfall in the world.
f. Blue Team's project was **the best** project in class.

a. Tick ✓ the correct answer. In the sentences above we compare:

1. two people or things ? ☐
2. more than two people or things? ☐

b. Complete with the correct form:

POSITIVE	SUPERLATIVE
long	the longest
large	
salty	
wet	
	the most beautiful
interesting	
good	
bad	the worst

see Grammar Appendix, page 153.

The definite article (the) / Zero article (-)

2 ***We use the article 'the' with the names of .... Put a tick ✓ in the correct boxes.***

a. seas ☐
b. oceans ☐
c. waterfalls ☐
d. rivers ☐
e. mountains ☐
f. islands ☐
g. lakes ☐
h. deserts ☐
i. mountain ranges ☐

see Grammar Appendix, page 153.

Lesson 3

Writing

1 *Look at the map of the UK on page 143. How many parts are there? What are their names?*

2 *Write a short article about the UK. Use the facts in this table and the text about WATER FACTS as a model.*

Task 39 - p.187-8

THE UNITED KINGDOM		
Great Britain (England / Wales / Scotland) & Northern Ireland		
Name	**It is**	**Other info**
Ben Nevis	the highest mountain	1344m / Scotland
The Severn	the longest river	338km / Wales and England
Lough Neagh	the largest lake	296 sq. km / Northern Ireland
Isle of Lewis	the biggest island	Scotland
A1	the longest UK road	648 km / London - Edinburgh









Self-Assessment

VOCABULARY LINK

1 ***Write the words in the correct column.***

jeans desert milk ~~bread~~ lake suit coffee burger
ocean socks beer pizza scarf ice cream cola island

FOOD	DRINKS	CLOTHES	GEOGRAPHICAL FEATURES
……bread……	……	……	……
……	……	……	……
……	……	……	……
……	……	……	……

1 POINT FOR 3 CORRECT ANSWERS TOTAL ___/5

2 ***Follow the example and write what the pictures show.***

 a carton of yoghurt  1. ……  2. ……

 3. ……  4. ……

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

3 ***Write the numbers.***

125 A hundred and twenty-five
2,536 ……
11,768 ……

6,007 ……
893 ……

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

GRAMMAR LINK

4 ***Write the adjectives in positive, comparative and superlative form.***

POSITIVE	COMPARATIVE	SUPERLATIVE
nice	nicer than	
fat		
	better than	
		the worst

POSITIVE	COMPARATIVE	SUPERLATIVE
expensive		
	luckier than	
modern		the most modern

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

5 ***Choose the correct word to complete the paragraph.***

Our everyday diet [1]… be healthy. We [2]… eat [3]… fat or sugar. We [4]… drink [5]… fizzy drinks. Homemade snacks are [6]… than fast food and water is [7]… than fizzy drinks.

1. a. should b. shouldn't
2. a. should b. shouldn't
3. a. many b. much
4. a. should b. shouldn't
5. a. many b. much
6. a. healthier b. healthiest
7. a. good b. better

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 159

0 - 10:  11 - 20:  21 - 25:   26 - 30:   

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can do a quiz on eating habits.			
b. I can make a leaflet about healthy eating habits.			
c. I can compare clothes and accessories for school.			
d. I can understand a radio quiz about geography.			
e. I can read a geography project and complete a table with water facts.			
f. I can read large numbers.			
g. I can write an article about the UK.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON PROJECT WORK

Tick ✓ the strategies for project work that have helped you in this unit. Which strategies do you want to try in the future?

Project Work Strategies	*Great help!*	*I'll try...*
1. Decide what each of you wants to do.		
2. Make a list of your steps.		
3. Look for information in books, newspapers, magazines or the internet.		
4. In your presentation, use the new language you have learnt.		
5. Use photos, drawings, short texts and/or recorded material.		
6. Use technology (e.g. power point, an overhead projector, a camera, a video camera etc).		



UNIT 7
In our mind's eye!

LESSON 1: Let's communic8!

LESSON 2: Houston, we're back!

LESSON 3: TEEN best-sellers!



Listen to Michael and his friend Laura talking.
Which film are they going to see?



In Unit 7 you will...

READ
- An article on the Braille system
- An article on a space mission
- Interviews with two authors

LISTEN TO
- A student talking about two famous people
- A space news programme

TALK ABOUT
- famous people of the past
- An imaginary mission into space
- Important moments in your life

WRITE
- your name & secret messages in Braille
- an article about your space mission
- sentences about important moments in your life on a life line

LINK TO
- Science • Literature • History • Art

Lesson 1

Reading

1 ***Daredevil can't see but he is a superhero. How do people communicate? What about those who can't see, hear or speak? Match words (a-f) with pictures (1-6).***

a. by speaking

b. by phone

c. by e-mail / letters

d. with their hands

e. with their eyes

f. with codes



1. .....



2. .....



3. .....



4. .....



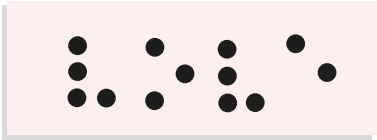
5. .....



6. .....

2 ***Which of these ways do you use to communicate <u>in class</u> / <u>at home</u>? Give examples.***

3 ***Look at these dots. What are they?***



4 ***Read the article from www.afb.org/braillebug on the next page and find...***

a. the name of the code: .....
b. who it is for: .....
c. the name of the inventor: .....

5 ***Mrs Baker collects information for her class. Read the article again to complete this table..***

Task 40 - p.188

THE BRAILLE SYSTEM

What	A code of [1]..... dots
How many words / min.	Up to [2]..... words
How it works	Braille symbols for each letter
	E.g. letter F has dots 1, 2 and [3]....
About Louis Braille	Blind after an [4]..... when 3 yrs old
	Invented the Braille system at the age of [5].....
You can see Braille signs	In [6]..... places like airports and banks.

Yahoo! - Microsoft Internet Explorer provided by OTEnet

www.afb.org

We can read

The Braille system - What is it?

BRAILLE is not a language, but a 6-dot code. It helps blind people (people who can't see) all over the world read. Braille readers can read 100-200 words in a minute! They just touch the dots with their fingers.

THE BRAILLE CELL

1 ○ ○ 4
2 ○ ○ 5
3 ○ ○ 6

Each dot has a numbered position on the cell.
Each letter has its dots. For example, the letter D has dots 1, 4 and 5.

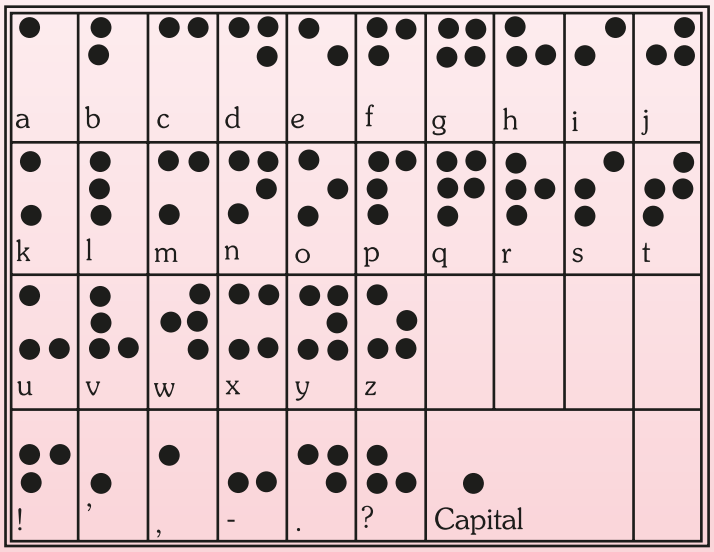
Who was the inventor?

LOUIS BRAILLE (1809-1852) was from a small town near Paris. He was born on January 4. He was blind because when he was only three years old he had an accident in his father's workshop.

Some years later, he was a student of a special school in Paris. There were a lot of blind students. Louis was very bright and he wanted to read books. So, at the age of 15, he invented the Braille code.

TODAY, every country in the world uses Braille. There are symbols for music and maths. There are also Braille signs in public places like airports, banks and shops.

THE BRAILLE ALPHABET



adapted from ***www.afb.org/braillebug***

Start | Yahoo! - Microsoft Int... | EN | 18:07

6 ***In pairs, look at the Braille alphabet and ...***

a. find the letters of your name and tell the dot numbers for each one.
b. write your name in Braille
c. write a secret message in Braille for another pair of students.

Lesson 1



Vocabulary Link

Guessing words from context

1 ***Find words or phrases in the article that mean:***

Task 41- p.190

a. put your hand on something:	.....
b. every:	.....
c. a place with a number:	.....
d. something bad that happens:	.....
e. people make or repair things there:	.....
f. 'NO PARKING' is one:	.....

Punctuation Marks

2 ***Match the punctuation marks with their names. Then, listen and check.***

a. full stop
b. comma
c. question mark
d. exclamation mark
e. capital letter
f. bracket
g. hyphen
h. apostrophe

1. ! .... 2. , ... 3. ? .... 4. ' ....

5. (... 6. L .... 7. . .... 8. -

3 ***You are writing a message for the Braille website. In pairs, add the right punctuation marks.***

braille reading club BRC

do you want to talk with other kids about the new Braille best sellers
visit the reading club message board
you can learn about prices bookshops and authors
don t miss it

Disabilities

4 ***What do you know about these people? Match (a-c) with (1-3)***

a. The blind / Blind people
b. The deaf / Deaf people
c. The disabled / Disabled people

1. can't hear and use the sign language.
2. can't use a part of their body.
3. can't see and read in Braille.

5 ***Do you know any famous people with disabilities? In pairs, check http://en.wikipedia.org and make a list.***

e.g. Beethoven was deaf.

Pronunciation Link

Intonation in questions

1 *Listen to the following questions and complete the rules.*

1. Where was Braille from, John?
2. Is there a reading club at your school, Tanya?

a. The voice goes up / down at the end of Wh-questions.
b. The voice goes up / down at the end of yes/no questions.

2 ***Write down three yes/no questions and three Wh-questions you want to ask any of your classmates or your teacher. Then, take turns to ask your questions using the correct intonation.***

Grammar Link

The verb 'to be' in the Past Simple

1 *Study the example sentences and complete the Grammar table.*

a. Louis Braille **was** French.
b. Nobel **wasn't** a president.
c. There **were** lots of blind students in Braille's school.
d. Braille's parents **weren't** blind.
e. **Was** the Braille alphabet easy?
Yes, **it was**. / No, **it wasn't**.

TO BE - Past Simple

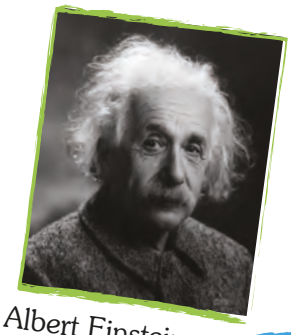
I / he / she / it .....
We / you / they .....

Yes, I .....
No, they weren't.

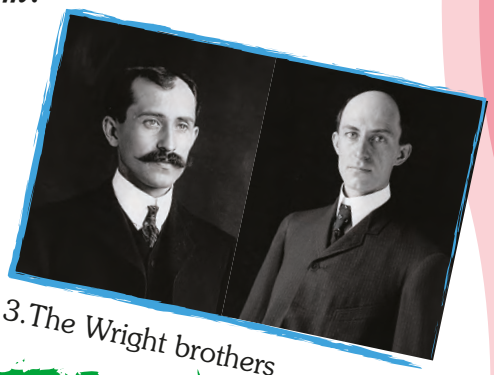
There was / .....
There ..... / weren't .....

see Grammar Appendix, page 154.

2 ***What were these famous people? Where were they from? Tell each other and then the class.***


1. Albert Einstein


2. John Lennon


3. The Wright brothers


4. Aliki Vougiouklaki


5. Agatha Christie


6. Marie Curie

Lesson 2

Listening

1 *Listen to a student talking on Time for Teens about two of the people above. Who is she talking about?*

2 *Listen again and do the quiz.*

WHO IS WHO - A Quiz

a. The man was from New York.	T / F
b. He was married.	T / F
c. When he died he was very old.	T / F
d. The woman was born in 1870.	T / F
e. Her husband was Hercules Poirot.	T / F
f. She wasn't married.	T / F

Reading

1 ***Read Antonio's e-mail to his e-friends. What is it about? Can you answer his questions?***

To: e-friends@thinkteen.gr

Hi, everyone!
Do you like space? I'm crazy about it! I want to become an astronaut and walk on the moon one day! Do you know any famous astronauts? What is NASA? Find out in **NASA for kids**. It's a great site!
I'm sending you some interesting stuff.
Antonio



2 ***Look at the first of Antonio's attachments. What is there in the picture?***

Word Bank

astronaut
spacesuit
lunar module
flag
ladder

3 ***Antonio has also attached an article. Read the article on page 98 quickly and say what it is about.***

a. A film about space travel b. A real space mission c. A book about space travel

4 ***Read the article again and complete this information card for the school site.***



Mission: Apollo 11

CREW: [1] .....
[2] .....
Michael Collins
DESTINATION: The Moon
DATE OF LANDING: [3] .....
LUNAR MODULE: The 'Eagle'
STAYED ON THE MOON: [4] ..... hours
COLLECTED: [5] .....
DATE OF RETURN: 24th July

Lesson 2

TEEN newspaper



"... a small step for a man, one giant leap for mankind."

IT WAS JULY 20, 1969. Millions of people watched on television, as astronaut Neil Armstrong, the commander of Apollo 11, walked on the moon for the first time in history.

The historic trip wasn't easy. After a lot of problems, Armstrong landed his lunar module, called the 'Eagle', on the moon. There were two more astronauts with him, Buzz Aldrin and Michael Collins. They put on their spacesuits and Armstrong opened the door. He climbed out on a ladder. It had nine steps.

Armstrong jumped the last step and his feet touched the moon. Some minutes later, Aldrin also climbed out of the 'Eagle'.

The two astronauts stayed about 3 hours on the moon. They collected rocks and planted the US flag.

On July 24th the crew landed in the Pacific Ocean. Scientists studied the rocks from the moon and discovered that there was no life there. Armstrong called their mission the 'beginning of a new age'. Did they do it again? No, they didn't. They stopped travelling into space. But that journey changed their life.



Armstrong (left) Collins (centre) and Aldrin

5 ***That was a great historic trip. Check if you remember every moment of it. Read the article again and put these events in order (1-8).***

Task 42 - p.191

a. Armstrong climbed out of the 'Eagle'.	....	e. The astronauts put on their spacesuits.	....
b. Armstrong landed the 'Eagle' on the moon.	1	f. They planted their flag.	....
c. The astronauts collected rocks.	....	g. Aldrin climbed out of the 'Eagle'.	....
d. Armstrong walked on the moon.	....	h. They landed in the Pacific Ocean.	....

6 ***Find these sentences in the article. What do the words in bold refer to?***

Task 43 - p.192

a. There were two more astronauts with him. .....
b. **It** had nine steps. .....
c. .... that there was no life **there**. .....
d. Did they do **it** again? .....
e. But that journey changed **their** life. .....

Vocabulary Link

Guessing words from context

1 ***Find words (a-f) in the text and match them with their meanings (1-6).***

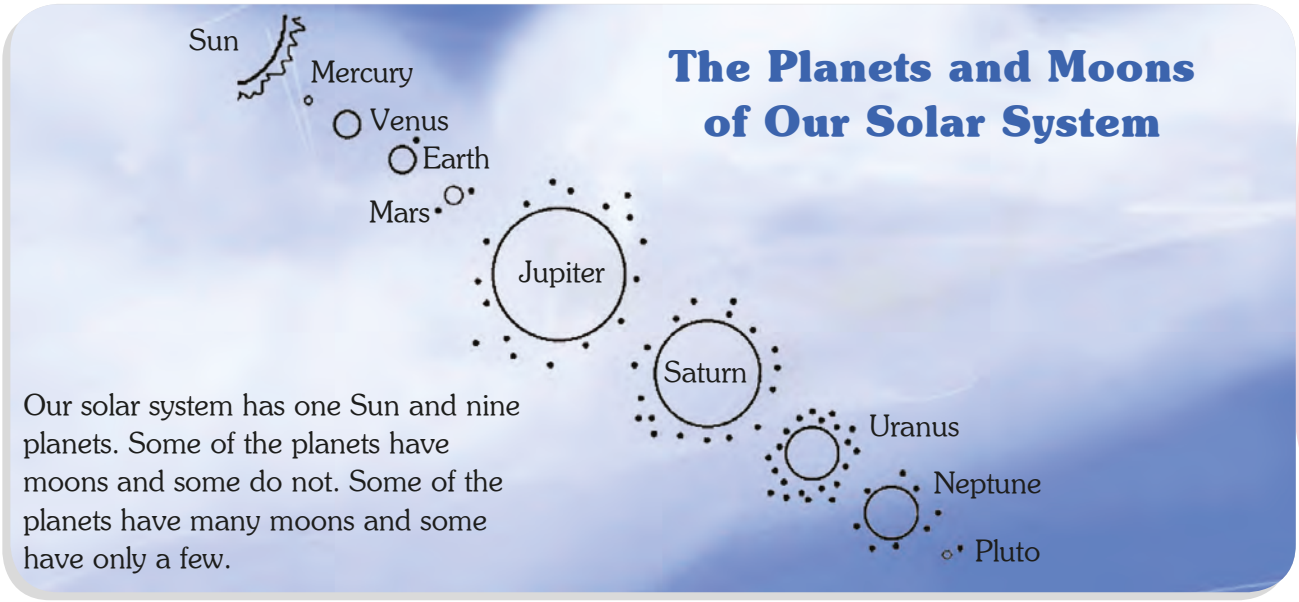
a. landing	....	1.	when an aircraft touches the ground
b. lunar	....	2.	a journey to do a special job
c. crew	....	3.	important in history
d. mission	....	4.	it has to do with the moon
e. historic	....	5.	this astronaut is the leader of the mission
f. commander	....	6.	these people work on a ship, aircraft etc.

Space

2 ***Circle to make collocations or compound words with SPACE.***

space flighttravelrocketshipstationprogrammesuitshuttle

3 ***Listen to the names of the planets and repeat. What are the Greek words for them?***



4 ***In pairs, look at the picture of planets and do this quiz. Then check your answers on page 131.***

Which is the ...	***Which planet has ...***
a. .... smallest planet?	d. ...the farthest planet from the Earth?
b. .... biggest planet?	e. ...the most moons?
c. .... the closest planet to the Earth?	f. ...one more moon than the Earth?

Lesson 2

Listening

1 ***Antonio wants to know everything about the various missions into space. Which headlines on the site are about bad news? How do you know?***

A SPACE SHUTTLE DISASTER: Challenger Explodes. Seven Die. **1**

EILEEN COLLINS -
NASA's first female shuttle commander **2**

Tragedy in the sky minutes before landing **3**

2 ***Listen to a space news programme. Put the pieces of news (1-3) in the order you hear them.***

..... / ..... / .....

LISTENING STRATEGIES
see page 108

3 ***Listen again and complete the table.***

Task 44 - p.192

Space Shuttles	Year	Mission completed (✓) Not completed (×)
DISCOVERY	2005	
COLUMBIA	20.....	
CHALLENGER	19.....	

3 ***Should people go into space? What do you think?***

Grammar Link

Simple Past - Regular Verbs

1 ***Study the example sentences and complete the Grammar table.***

In 1969...

- Armstrong walk**ed** on the moon.
- They stay**ed** for 3 hours on the moon.
- Scientists stud**ied** rocks from the moon.
- Armstrong's life chang**ed**.

After that journey...

- **Did they do** it again?
- **No, they didn't** / **They didn't do** it again.
- They stopp**ed** travelling into space.

land	✓	Armstrong and Aldrin ..... on the moon.
	×	They ..... on Mars.
	?	.....they ..... on Jupiter? No, they .....
play	✓	The astronauts ..... in front of the camera.
talk	×	They ..... to aliens.
plant	?	..... they ..... a flag? Yes, they .....

Actions in the past

↓

PAST SIMPLE

They walked on the moon in 1969.

Time Expressions

in 1996 / last week / two years ago / yesterday

see Grammar Appendix, pages 154-155.

2 ***Underline and make a list of all the -ed verb forms in the article.***

e.g. watch – watched

3 ***This year is the .....th anniversary of the historic trip to the Moon.***

- *You are journalists for TIME FOR TEENS. In small groups, prepare an oral presentation of Apollo 11. You can find more photos in 'NASA for kids' if you like.*
- *Use the information in the article and on the information card (Reading task 4), and verbs from your list.*
- *Write down 🗝 words and present it to the class.*
- *Vote for the best presentation.*



Lesson 2 Houston, we're back!



Speaking

1 ***In pairs, complete the information table about YOUR mission in space.***

Mission:	1 .....
Commander:	2 .....
/Crew:	3 .....
	4 .....
Destination:	5 .....
Date of landing:	6 .....
Lunar Module:	7 .....
Stayed for:	8 .....
Collected:	9 .....
Date of return:	10 .....

2 ***Find a new partner. Ask and answer about your missions.***

a. What / name / mission?
b. How many / astronauts?
c. Who / commander?
d. Where / land?
e. When / land?
f. What / name / lunar module?
g. How long / stay for?
h. What / collect?
i. When / return?
j. Have a good time?

*What **was** the name of your mission?*
It **was** Mickey III.

*Where **did** you land?*
We landed on ....

Lesson 3 TEEN best-sellers!

We are in Jennifer's class, in Cambridge. What are the students talking about?





Tom Sawyer



Alice in Wonderland

Reading

1 ***How much do you know about best-sellers? In pairs, do this quiz. Match the authors (1-6) to their books (a-f).***

GROUP A		GROUP B
1. LEMONY SNICKET	....	a. Alice in Wonderland
2. ROALD DAHL	....	b. Romeo and Juliet
3. LEWIS CAROLL	....	c. Tom Sawyer
4. JULES VERNE	....	d. Around the World in 80 Days
5. WILLIAM SHAKESPEARE	....	e. A Series of Unfortunate Events
6. MARK TWAIN	....	f. Matilda

There is a key to the quiz on page 131.

2 ***Have you read any of these books? Did you like it? Why / Why not?***

3 ***Miss Baker has brought in class parts from interviews with two English authors. Look at the interviews on page 104 to find:***

a. their names ....

b. the title of one of their books ....

4 ***What did the reporters ask? Read the interviews again to match the reporters' questions (a-f) with the authors' answers on page 104.***

a. Was your first book a success?
b. I'm sure some of our readers want to become authors. What's your advice?
c. How did you get the idea for your books?
d. How did you start your writing career?
e. Can you tell us something about your main character?
f. How long did it take to write the first book?

Lesson 3

5 ***Write J. W. for Jacqueline Wilson and A. H. for Antony Horowitz. Which author...***

Task 45 - p.193

a. wrote stories at school? ....
b. worked as a writer when he / she was a teenager? ....
c. loved a film character? ....
d. talks about one of his / her characters? ....
e. says that writing is sometimes difficult? ....
f. has two kids? ....



Jacqueline Wilson

Q1:.....

Well, I started quite early. When I was young, I always told stories to my teddies. Later, at school, all my notebooks were full of my own stories.

One day, I saw an advert for teen writers in a newspaper and I thought, "Well, I'm a teenager and I want to be a writer!" So I sent them one of my stories. They liked it and gave me a job. At the age of 17, I became a writer!

Q2:.....

No, it wasn't. Publishers didn't like the first book I wrote. But I didn't stop. And I was right. It was magical when I saw *'Double Act'* or '*Bad Girls*' in the bookshops!

Q3:.....

You should read lots of books, different kinds. Another good idea is to keep a diary. If there's a school magazine, send your stories. It's not always easy but don't be afraid to try.



Antony Horowitz

Q1: .....

When I was 14, James Bond was my favourite hero. I very often went to the cinema to see him on the big screen. At that age, I thought that James Bond was the coolest man on Earth. When I began to write the first book, 'Stormbreaker', I knew that Alex, the main hero, had to be like James.

Q2: .....

About a year. I wrote every evening. When it was ready, I took it to the publishers. One day they called me and they said "We like it". I jumped into the air. My two sons got really scared.

Q3: .....

Alex Rider became a spy for the British secret service at the age of 14. He didn't want to but he didn't have a choice. He was really clever and he never lost his cool. That's why he succeeded in all his missions in the Alex Rider book series.

6 ***Do you want to write a book for children? Why / Why not?***

Vocabulary Link

Guessing words from context

1 ***Find words or expressions in the interviews that mean:***

Task 46 - p.194

a. not late: .....
b. tells you about a job in a newspaper: .....
c. they prepare books for sale: .....
d. types: .....
e. cinema: .....
f. central: .....
g. frightened: .....
h. stopped being calm: .....

'Book' Words

2 ***Match words (1-8) with their meaning (a-h).***



1. *author / writer*	.....	a. person in a book, story etc.
2. *best-seller*	.....	b. a book that tells a story that is not real
3. *plot*	.....	c. the outside part of a book
4. *character*	.....	d. a book with a paper cover
5. *publisher*	.....	e. the events in a novel or film
6. *cover*	.....	f. he / she writes books
7. *paperback*	.....	g. he/she publishes books
8. *novel*	.....	h. a very popular book



'Book' Collocations

3 ***Circle the words to form collocations***

There are classicchildren'sadventurecomiccrimedetectiveromanticspy **novels**.
There are strangefunnysadlovehorrorbedtime **stories**.
A **writer** can be famousgreatbest-sellingpopulartalentedmodern.

Grammar Link

Past Simple - Irregular Verbs

1 ***Study the example sentences and complete the Grammar table.***

- When I **was** young, I **told** stories to my teddies.
- Alex **didn't have** a choice.
- How long **did it take** you to write the book?

Are the sentences about **the present** or **the past**?	Do the verbs take **-ed** in the Simple Past? Yes / No
How do we form questions and negatives?	

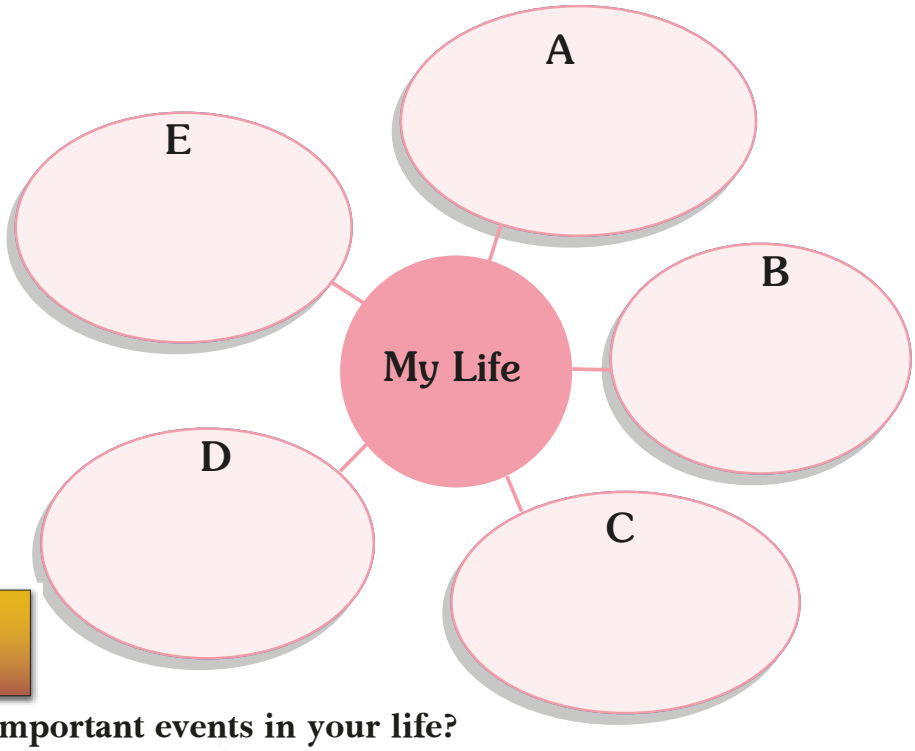
see Grammar Appendix, page 155.

2 ***Look at the interviews and complete the table with the correct past forms.***

Verb	Simple Past	Verb	Simple Past
be	was / were	go	.....
tell	.....	begin	.....
see	.....	know	.....
think	.....	have	.....
send	.....	take	.....
give	.....	say	.....
become	.....	get	.....
write	.....	lose	.....

Speaking

Student A:
Look at page 136.
Student B:
Look at page 139.
Read the instructions and complete the diagram.



Writing

MY LIFE LINE

My Portfolio

Which are the most important events in your life?

1. Write when and what happened.
2. Stick some photos.
3. Present it to your class.







1995	I was born.
1997	I started playing tennis.
1999	I started pre-school.

Self-Assessment

VOCABULARY LINK

1 ***Find the words for the definitions. The anagrams can help you.***

1. put your hands on something = …… (chout)
2. we make or repair things there = …… (pokworsh)
3. people who can't use a part of their body = …… (sbildead)
4. make something new = …… (tinnev)

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/4

2 ***Complete the sentences with the words from the box. There are two extra words.***

paperback	authors	destination	code	sign	blind	planets	crew

1. He was …… in his right eye after the car crash.
2. They write their messages in a secret ……
3. Look at the ……! It says "Don't touch".
4. Crete is a popular holiday ……
5. There are nine …… in our solar system.
6. I want to buy this book in ……, please.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

3 ***What were they? Match and write sentences.***

1. Cleopatra		a. an inventor	1. Cleopatra was ……
2. Edison		b. a writer	2. ……
3. Andersen		c. a philosopher	3. ……
4. Socrates		d. a queen	4. ……

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

GRAMMAR LINK

4 ***Write the verbs in Simple Past.***

VERB	SIMPLE PAST	VERB	SIMPLE PAST
drive		swim	
go		think	
have		write	

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

5 ***Delete the extra word.***

We ~~did~~ drank milk this morning.

1. Did Mary studied hard for the test.
2. Jane bought a new T-shirt on last Monday.
3. I didn't was at home in the evening.
4. Did Armstrong was open the door of the lunar module?
5. The scientists didn't not discover life on the moon.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 159

0 - 10:  11 - 20:  21 - 25:   26 - 30:   

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
a. I can talk about ways I communicate with other people.			
b. I can read an article about the Braille system and find the information I need.			
c. I can use the correct punctuation in a text.			
d. I can read an article about a space mission and find the information I need.			
e. I can do a quiz on planets.			
f. I can understand a space news programme.			
g. I can talk about my mission in space.			
h. I can read interviews with two authors and find the information I need.			
i. I can talk about important moments in my life.			

: I'm very good! What can I revise?	My Notes: ....
: I can become better. What should I practise?	
: I must try harder. What do I need to work on?	

FOCUS ON LISTENING SKILLS

Tick ✓ the listening strategies that have helped you in this unit. Which strategies do you want to try in the future?

Listening Strategies	*Great help!*	*I'll try...*
1. Read the task carefully to understand what you have to do.		
2. Look at the photos, tables, titles etc. to guess what you might hear.		
3. Focus on what you have to do. Don't worry if you don't understand everything on the recording.		
4. Remember that you don't need all the information in the recording.		
5. Listen to the recording more than twice if necessary.		



LESSON 1: Travel Plans!

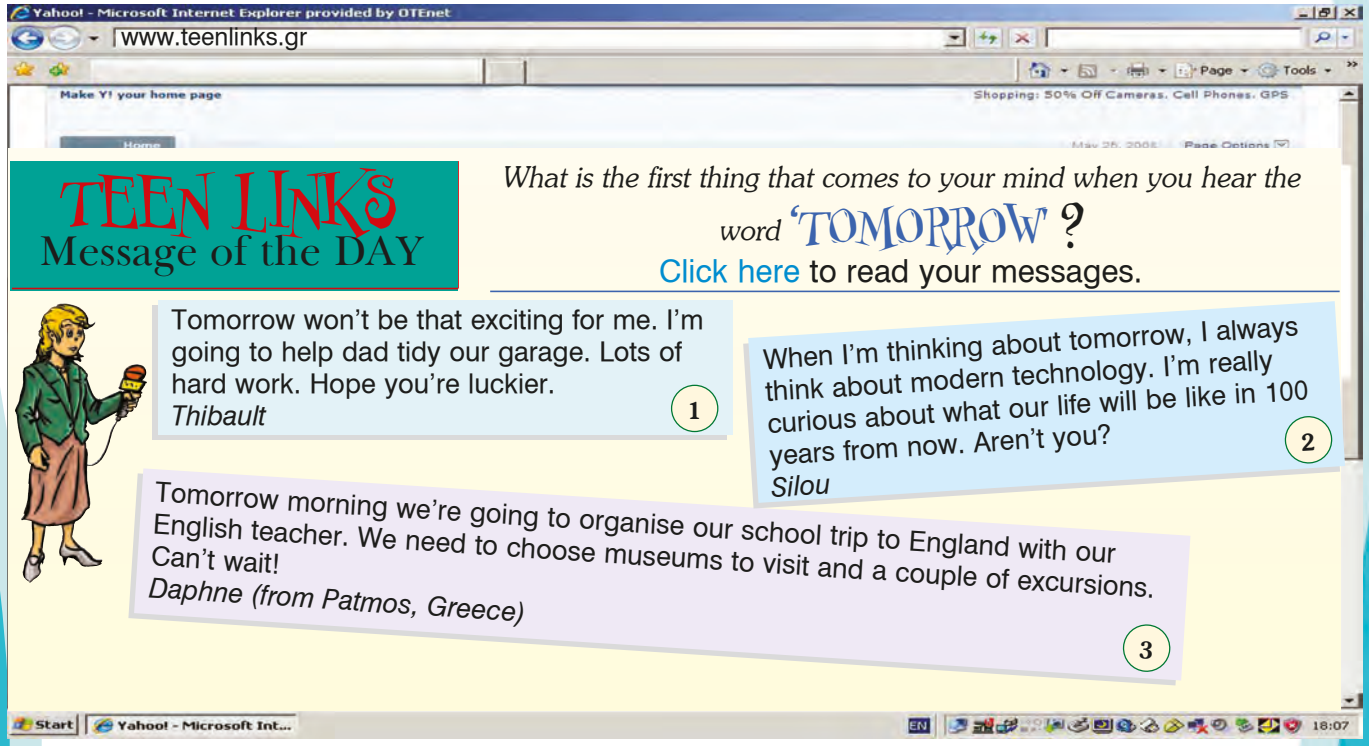
LESSON 2: Good for you!

LESSON 3: In the year 2525!

UNIT 8

Tomorrow and... beyond!

The reporters of 'TEEN LINKS' have added comments under each e-friend's message. Read Thibault, Silou and Daphne's messages (1-3) and choose a comment for each (a-d). There is an extra comment.



a. Then, you should see 'BACK TO THE FUTURE' 3 on DVD.
b. Don't forget to visit the London Zoo!
c. Don't worry so much!
d. Good for you! Your parents must be really proud.

In Unit 8 you will...

READ
- information on tickets
- a teenager's diary entry
- an article about life in the future
- an online poll about horoscopes

LISTEN TO
- a telephone conversation about a trip
- a radio teenage programme
- teenagers talking about their birthdays and signs

TALK ABOUT
- your fixed plans
- your future intentions
- suitable jobs for your e-friends
- what your friend's horoscope says

WRITE
- a diary entry
- a magazine horoscope for a celebrity

LINK TO
- Geography • History • Art • Maths • Science • Religious Education (RE)

Lesson 1

Speaking

What can you see in the photos? Tell each other and then, discuss in class.













Listening

1 ***Daphne, from Patmos, is going on a summer course in England with her class in July. Listen to her talking to Steve, an English friend, on the phone. Where is she going? Choose from a-c.***

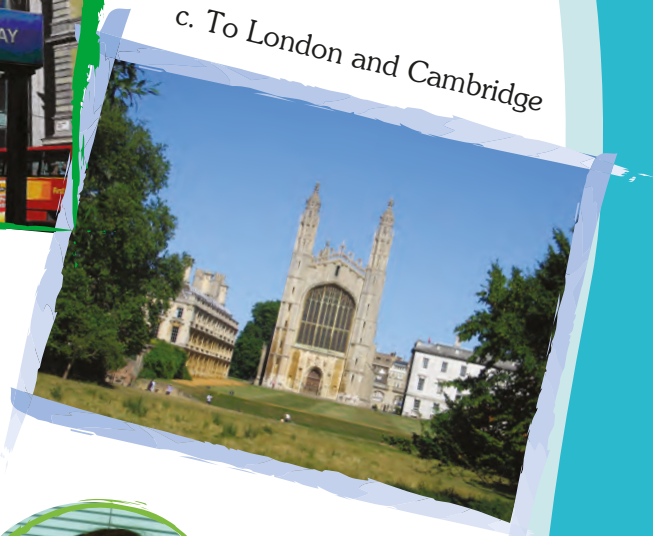
a. To London



b. To Cambridge



c. To London and Cambridge



2 ***Listen to their conversation again and complete Steve's notes about Daphne's trip.***



Daphne in England!

Arrives on: [1] .....

Stays for: [2] .....

Visits:

- *Tuesday, 20:* [3] ..... *Museum*
- [4] ..... *: Natural History Museum*
- *Thorpe Park*

(I must send information)

Trip to Cambridge:

- *on Saturday 24*
- *Meet: at* [5] ..... *at* [6] ..... *p.m.*
- Go punting in the river



3 ***Do you think Daphne's trip will be interesting? What different things will she see?***

4 ***Have you ever been on a trip like this?***
Do you know any other famous sights in the UK?

Lesson 1

Vocabulary Link

Travelling

1 ***Work in pairs to put the words in the right WORD GROUP. Use your dictionary to find the meaning of the words in the box you do not know. Then, listen and check.***



duty free shop	luggage reclaim	validation machine
exit sign	platform	porter
line	train	guest
passenger	room key	double room
single room	boarding pass	check-in desk
station	hotel reception	airline ticket



[1] at the airport	[2] at the hotel	[3] on the underground
……	……	……
……	……	……
……	……	……
……	……	……
……	……	……
……	……	……

2 ***In groups, prepare Vocabulary posters for each*** WORD GROUP ***in Task 1. You can visit one of these places in your area and take photos to illustrate the vocabulary on your poster.***



Grammar Link

Ordinal Numbers

1 ***Study the table and complete the dates.***

Complete:
1st - first
2nd - second
3rd - third
4th - fourth
5th - fifth
9th - ninth
12th - twelfth
13th - thirteenth
20th - twentieth
21st - twenty-first
22nd - .....
27th - .....
31st - .....

We write:
30th June 1998
or
30 June 1998

We say:
the thirtieth of June, nineteen ninety-eight
or
June the thirtieth, nineteen ninety-eight

REMEMBER:

*We use **ON** with days*

- *on 1st July*
- *on my birthday*
- *on Christmas day*
- *on Wednesday*

2 ***In pairs, tell each other when:***

- *your birthday is*
- *your next holiday is*
- *schools finish and exams start*
- *an important sports event is*
- *an important event in your area is*

e.g When is your birthday?
It's on 1st January.

3 ***Work in groups. Your teacher will give you the names of 5 classmates of yours.***

- *For each one find out their name day. You can ask your RE teacher to give you a church calendar.*
- *Collect all name days and make a **'Happy Name Day'** poster for the whole class. Add photos if you like.*

Present Continuous - Talking about future arrangements

1 ***Look at the example sentences and complete the Grammar table.***

- **We're flying** to London on Monday, 19th.
- **I'm spending** a day at Thorpe Park.
- **Mum and Dad aren't** coming with me.
- When **are you coming** to Cambridge?

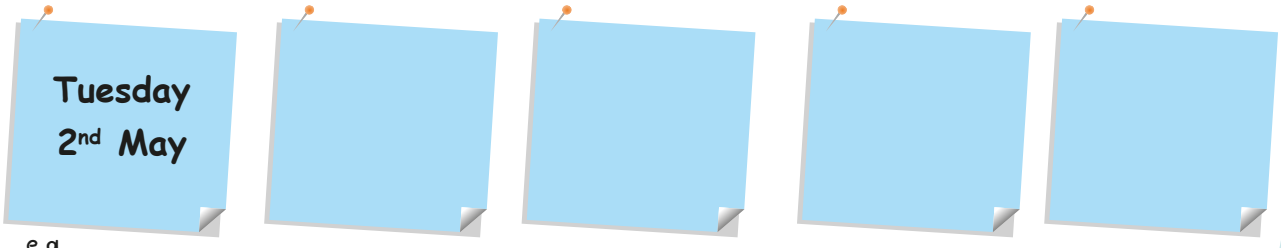
personal arrangements and fixed plans for the future
↓
PRESENT CONTINUOUS

Choose:

- We are sure these plans/personal arrangements will happen.
  TRUE / FALSE
- We often give the time, date and/or place.
  TRUE / FALSE
- We often note down these plans/personal arrangements in our diaries.
  TRUE / FALSE

see Grammar Appendix, page 156.

2 ***What are your plans for next week / month? Write a date in each box and take turns to ask each other.***



e.g.
- What are you doing on Tuesday 2nd May?
- I'm playing chess with Paul at four o'clock.

Lesson 1 Travel Plans!

Speaking

Find the differences

You and your partner have got a copy of two teenagers' diaries. There are 8 differences. Take turns to ask and answer questions to find them. When you finish, check with the class.

Student A: Look at the diaries on page 137.
Student B: Look at the diaries on page 140.



REMEMBER!

You don't want to miss the fun, so..

- Don't show your diary to your partner.
- Answer your partner's questions only.
- Don't give him/her any extra information.





Lesson 2 Good for you!

Listening

1 ***Have you got any 'bad' habits? If yes, write them down and then, ask your partner for advice.***

* I'm late for school.
* I don't tidy my room.

e.g.
– I can't wake up in the morning and I'm often late for school.
– You should go to bed earlier.

2 ***What do the words in bold mean? Match the sentences (1-4) with pictures (a-d).***

1. Always wear a **helmet** when you ride a bike. ....
2. Drivers and passengers must wear their **seat belts**. ....
3. Only **adults** can drive a car. ....
4. People are usually **nervous** before their driving test. ....

a. 
b. 
c. 
d. 

3 ***Harry, the presenter of the radio teenage programme 'GOOD FOR YOU!' invited the listeners to announce their good intentions for this month. Listen to 5 of them and circle their names.***

Peter *Silou* *Hans* *Stavros*
Helen *Maria* *Thibault* *Christos*

4 ***Who is going to do what this month?***

Task 47- p.194

Listen again and write the name of the teenager under each picture (a-e).


a. .....


b. .....


c. .....


d. .....



e. .....

5 ***Which ones (a-e) do you also want to do? Tell the class.***

Lesson 2

Grammar Link

Be going to - Talking about future plans and intentions

1 ***Look at the example sentences and complete the Grammar Table.***

- **I'm going to wear** a helmet when I ride my bike.
- From now on, **Silou's going to think PINK!**
- **I'm not going to give out** my name on the Internet.
- What **are you going to do**?

To talk about what we have decided to do - our future plans and intentions

↓

BE GOING TO

Complete:

: ..... / **is** / ..... + going to + ...

How do we form questions and negatives?

COMPARE:

I'm going to have a party for my birthday.
(I'm talking about what I want to do)

I'm having a party on Saturday at 8.00.
(I'm talking about a fixed party)

see Grammar Appendix, page 156.

2 ***Look at your list of bad habits in Listening Task 1. Imagine this weekend is your GOOD INTENTIONS WEEKEND. Write down on a piece of paper three things you are going to do and give it to your partner. In the next lesson he/she is going to check on you.***

JANE

- I'm going to tidy my room.
- I'm going to study History.
- I'm not going to listen to music all day.

Did you tidy your room?

Yes, I did.

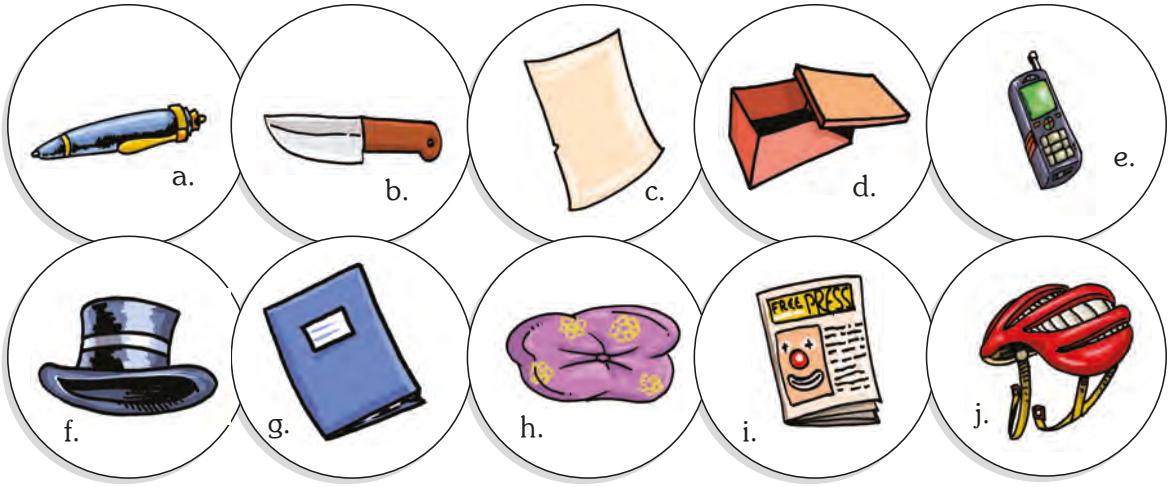
Did you study History?

Actually I didn't. I went to a party.



Speaking

1 ***Look at these drawings. What do they show?***



2 ***Get in pairs. Take turns to do the task.***

Students A: *Choose one of the objects above and tell your partner what you are going to do with it. Your partner must guess the object. If he/she needs more help, give another clue.*

Student B: *Listen to your partner and guess what object he / she is talking about. You get one point if you guess right.*

e.g.
Student A: I'm going to wear it.
Student B: Is it the hat?
Student A: No, it isn't. Here's another clue. I'm going to wear it when I ride my bike.
Student B: Is it the helmet?
Student A: Yes, it is.

Reading

1 ***Read this piece of writing and discuss in pairs:***

a. What type of writing is it?
b. How does the writer feel and why?

Friday, May 2nd
11.30 pm

Can't sleep! I'm listening to my favourite radio station, Teen FM. Seven days to the party! I'm going to wear that cool pair of jeans I bought yesterday and I'm going to invite Claire, the girl next door. I see her every morning when her dad takes her to school. She's so cool! I hope she says yes! And guess what! Mum and dad are eating out on the day of the party! Lalalala... life is fabby, fab, fab...

2 ***Read the text again, find and underline:***

a. something that is going on at the moment
b. something the writer wants to do, an intention
c. a past action
d. a habit
e. a fixed plan

3 ***What tenses has the writer used to express the ideas in Task 2?***

Writing

1 ***Write a short diary entry about something you feel excited or sad at the moment. Use the diary entry above as a model. Try to include most of the points (a-e) in Reading task 2.***

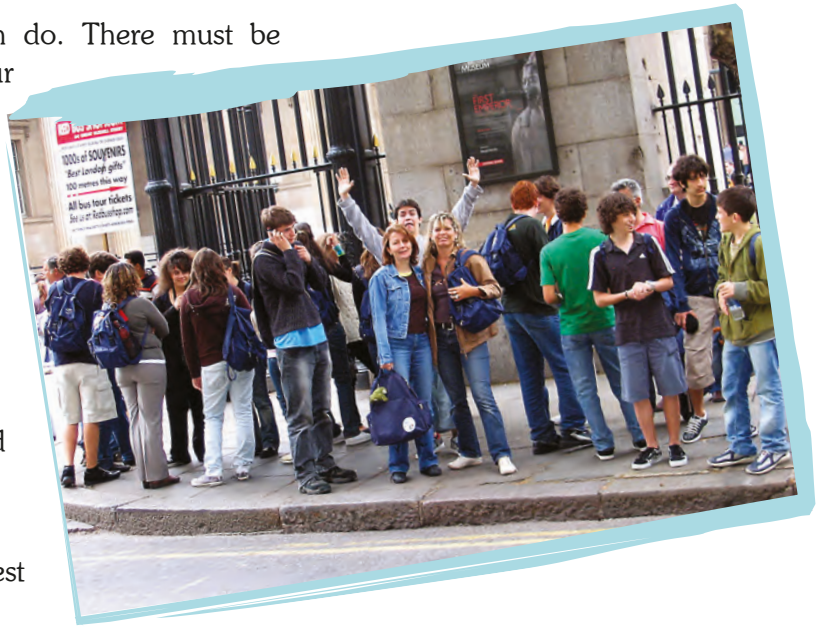
2 ***Check your grammar. Have you used the right tense for each of your thoughts? Your partner can help you.***

Project

Planning a school trip

Get in groups of six and organise the next school trip.

- Collect data about the place you want to visit. Find a map and information from brochures, websites, travel guides etc.
- Make a list of activities you can do. There must be something for everyone in your group.
- Make a list of the equipment you are going to need. Explain what you are going to do with it.
- Discuss and draw up the itinerary and programme of activities. Remember that your programme must be realistic and practical.
- Write out your plan. Add maps and photographs.
- Present it to your class.
- Vote for the plan and for the best presentation.



Lesson 3 In the year 2525!

Reading

1 *Imagine life after 100 or more years! In small groups, describe* **LIFE IN THE FUTURE.** *You can write down words or make a drawing. Then, share your ideas with the class.*

TRAVELLING

e.g helicopters

.....

.....

.....

.....

FASHION

.....

.....

.....

.....

ENTERTAINMENT

.....

.....

.....

.....

EDUCATION

e.g. lots of computers

.....

.....

.....

.....

Lesson 3

2 ***In Silou's class, the students wrote an article about life in the future for their English newspaper. Read it to check if they have included any of your ideas in Task 1.***

TEENnewspaper

What will our great-grand children's life be like?

Find out about technological developments in our lifetime - and beyond.



A. .....

You won't need one. You'll go to your Personal Station and you will type your destination on a special computer. A door will open and a small taxi will take you to your stop.



B. .....

Huge domes will protect all cities on Earth. In this way, we will enjoy the sun all year round and there won't be any pollution.



C. .....

Within a thousand years you will just *think* a command and robots or other machines will carry it out. Computers will recognise your voice and your thoughts. For example, you will think "Sit" and your robotic dog will sit immediately next to you.

D. .....

In some years, you won't need to go to the theatre, to a concert or to a football match. You'll watch any event live on your virtual reality screen and you won't miss a thing. You will feel you are in a crowded stadium, dancing to the rhythm of the latest hit. At the same time, your parents won't worry about their children's safety.



adapted from: **http://www.nationalgeographic.com/ngkids/9901/beyond-2000/**

3 ***The students are thinking about 'catchy' headings for the passages in their article. Read it again and choose the most suitable heading for each technological development (A-D).***

Task 48 - p.196

Tiny cameras | Away from the city centre | See them live!

No car? No problem! | Brain Power | Future cities

4 ***Will teenagers have more fun in the future? Share your opinion with the class.***



Vocabulary Link

Guessing words from context

Find the following words (1-10) in the text and match them with their meanings (a-j).

Task 49 - p.197

1. great-grand children (title)	...	a. not in danger
2. beyond (title)	...	b. an order
3. destination (text A)	...	c. after that time
4. huge (text B)	...	d. where you want to go
5. dome (text B)	...	e. full of people
6. command (text C)	...	f. understand who or what it is
7. recognise (text C)	...	g. very big
8. immediately (text C)	...	h. right away
9. crowded (text D)	...	i. a round roof
10. safety (text D)	...	j. our children's kids



Speaking

Guessing Game

Get in two groups. Each group makes a list of films which are about the future. Choose a film on your list and ask a member of the other group to use pantomime in order to help his/her partners guess its title. If they guess right, they get a point. Then, change roles and play the game again.



RULES OF THE GAME!

- Use only sign language to mime the film title. If you speak, your group misses a turn.
- Use only English to guess the title. If you don't, your group misses a turn.

Lesson 3

Grammar Link

Future Simple - Predicting

1 ***Look at the example sentences and the article and complete the Grammar table.***

a. Huge domes **will protect** all cities on Earth.

b. You **won't need** a car.

c. **Will** we **have** more fun in the future?

d. **There won't be** any pollution.

To predict the future -
to say what we think will happen
↓
Future Simple

We can use it with words/expressions like:
I (don't) think, I'm (not) sure, I hope, perhaps, soon

Complete the form:

: + will + verb ✓

..... + + verb?

: + ... / will not + ... ✗

Short answers

Yes, I will. / No, I won't.

see Grammar Appendix, page 157.

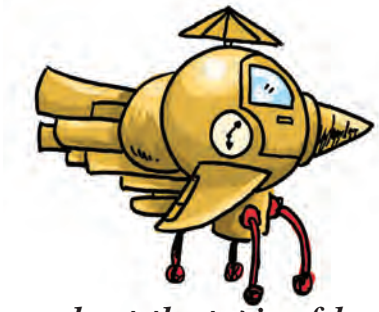
2 ***What will happen at school tomorrow? In pairs, make a list of guesses. Keep the list until tomorrow to check your guesses.***

OUR LIST

Tomorrow...
- we'll take a test in English.
- Mary will be late.
- .....

3 ***Tomorrow, at the end of the English lesson, join another pair. Look at your lists and check your guesses.***

e.g. Did we do a test in English? No, we didn't.
Was Mary late in the morning? Yes, she was.



Reading & Listening

1 ***Read what some teenagers around the world believe about the topic of horoscopes and star signs. What is your reaction to this topic?***

Yahoo! - Microsoft Internet Explorer provided by OTEnet

Weekly Poll

Do you believe in star signs? Do you read what your horoscope says? Send us your opinion.

"I think we shouldn't take horoscopes seriously. I never read them." ***Natasha,*** *13 (Moscow)*

"I don't believe in star signs of course but I have fun reading horoscopes in magazines with my friends. We laugh a lot." ***Demy,*** *14 (Ankara)*

"When I meet someone for the first time I always want to learn what their sign is. It doesn't mean anything really. I probably do it out of habit." ***Helga,*** *17 (Oslo)*

"I'm a Capricorn and my best friend is a Leo. Everybody says we can't get along well but I think this is silly. We shouldn't take horoscopes so seriously." ***Carlos,*** *14 (Rio de Janeiro)*

"I read my weekly horoscope every Sunday. It quite often proves to be right. My girlfriend laughs at me. I don't care." *Johnny, 16 (Montreal)*

2 ***What is your star sign? Read the characteristics of it. Do you agree with the description?***



Aries (21/3 - 20/4)
energetic - sports lovers



Taurus (21/4 - 21/5)
dynamic - love money



Gemini (22/5 - 21/6)
lively - adventure lovers



Cancer (22/6 - 23/7)
romantic - want to help



Leo (24/7 - 23/8)
kind - very good on stage



Virgo (24/8 - 23/9)
organised - good with their hands



Libra (24/9 - 23/10)
romantic - like meeting people



Scorpio (24/10-22/11)
intelligent - hate lies



Sagittarius (23/11 - 22/12)
honest - love travelling



Capricorn (23/12 - 20/1)
hard working - good leaders



Aquarius (21/1 - 19/2)
inventive - like working in groups



Pisces (20/2 - 20 /3)
popular - animal lovers

3 ***Listen to the star signs and mark the stress (•) on each word.***

4 ***Listen to four of your e-friends. What is their star sign? Write it under their photos.***


Antonio


Jennifer


Dorothy


David

a. ..... b. ..... c. ..... d. .....

5 ***Look at the characteristics of your e-friends' star signs. In pairs, talk about what jobs would be suitable for each of them.***

e.g. – I think Antonio will become a manager because Capricorns are good leaders. Do you agree?
– Yes, I do. I also think he'll make a lot of money because Capricorns are hard working.



Culture corner



There are 12 animal signs in the Chinese horoscope:
Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Lamb, Monkey, Rooster, Dog and Pig.
What sign are you in the Chinese horoscope?



Lesson 3 In the year 2525!

Speaking

Mediation Task

Student A: Look at page 138.

Student B: Look at page 141.

Writing

1 ***Which famous person do you like? Which one do you hate? Write a horoscope for each one of them. You can have categories like: Personal Life, Career, Family and Friends, Money etc.***



Tip!

Work in pairs. Read each other's first drafts and make comments.

2 ***When you finish, prepare a page for an English magazine.***

- ***Work in small groups,***
- ***type your drafts,***
- ***add photos and***
- ***make a collage.***

My Portfolio





Self-Assessment

VOCABULARY LINK

1 ***Delete the odd one out.***

1. passenger	porter	ticket
2. key	plane	train
3. reception	exit sign	check-in desk
4. nervous	helmet	seat belt
5. robot	virtual reality screen	star sign

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/5

2 ***Complete the sentences with the words from the box. There is an extra word you don't need to use.***

behave	guest	fasten	recognise	advice	intentions

1. Why don't you ask your parents for some ……..?
2. The teachers are often angry with Kate because she doesn't …… well.
3. Good …… are not always enough.
4. …….. your seatbelts now! We're setting off.
5. Computers will …… our voice in the future.

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/5

3 ***Match the dates.***

1. 12/3	_____	a. It's the sixth of January.
2. 20/8	_____	b. It's the sixteenth of June.
3. 1/5	_____	c. It's the twelfth of March.
4. 23/12	_____	d. It's the twentieth of August.
5. 6/1	_____	e. It's the twenty-third of December.
6. 16/6	_____	f. It's the first of May.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

GRAMMAR LINK

4 ***Match the sentence halves 1-5 with a-e.***

1. What are you doing	.....	a. He's staying at a luxurious hotel.
2. The teacher told us to study hard because	.....	b. Todd will pass the exams.
3. I'll study biology when	.....	c. we're going to do a test next Monday.
4. I hope	.....	d. tomorrow?
5. Look at the postcard I got from my brother!	.....	e. I finish school.

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/5

5 ***Choose the correct answer.***

1. People ….. live on Mars soon.
   a. are going to b. will
2. It's raining. We …… play in the park.
   a. aren't going b. won't
3. Don't worry! I …. give you my umbrella.
   a. 'll b.'m going to
4. What …. you …. this evening?
   a. will…do b. are …doing
5. Mum looks tired. I think she …… to bed soon.
   a. 's going b. 'll go

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

Self-Assessment

6 ***Write sentences for the following situations.***

1. I want to ask Jerry something but he's not at home. (I/call him on his mobile)
.....
2. Dad bought four tickets for the football match. (We/see the Finals)
.....
3. Mum's got an appointment with our maths teacher. (She/ask her about my progress)
.....
4. Here are your passports. (when/you/leave?)
.....

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 159

0 - 10:  11 - 20:  21 - 25:   26 - 30:   

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
a. I can talk about my fixed plans.			
b. I can understand a radio teenage programme.			
c. I can talk about my intentions.			
d. I can write a diary entry.			
e. I can organise a school trip with my friends.			
f. I can read an article about life in the future and find the information I need.			
g. I can talk about suitable jobs for my e-friends.			

 : I'm very good! What can I revise?

 : I can become better. What should I practise?

 : I must try harder. What do I need to work on?

My Notes:
.....
.....
.....
.....

FOCUS ON HOW TO LEARN NEW GRAMMAR

Tick ✓ the grammar strategies that have helped you in this unit. Which strategies do you want to try in the future?

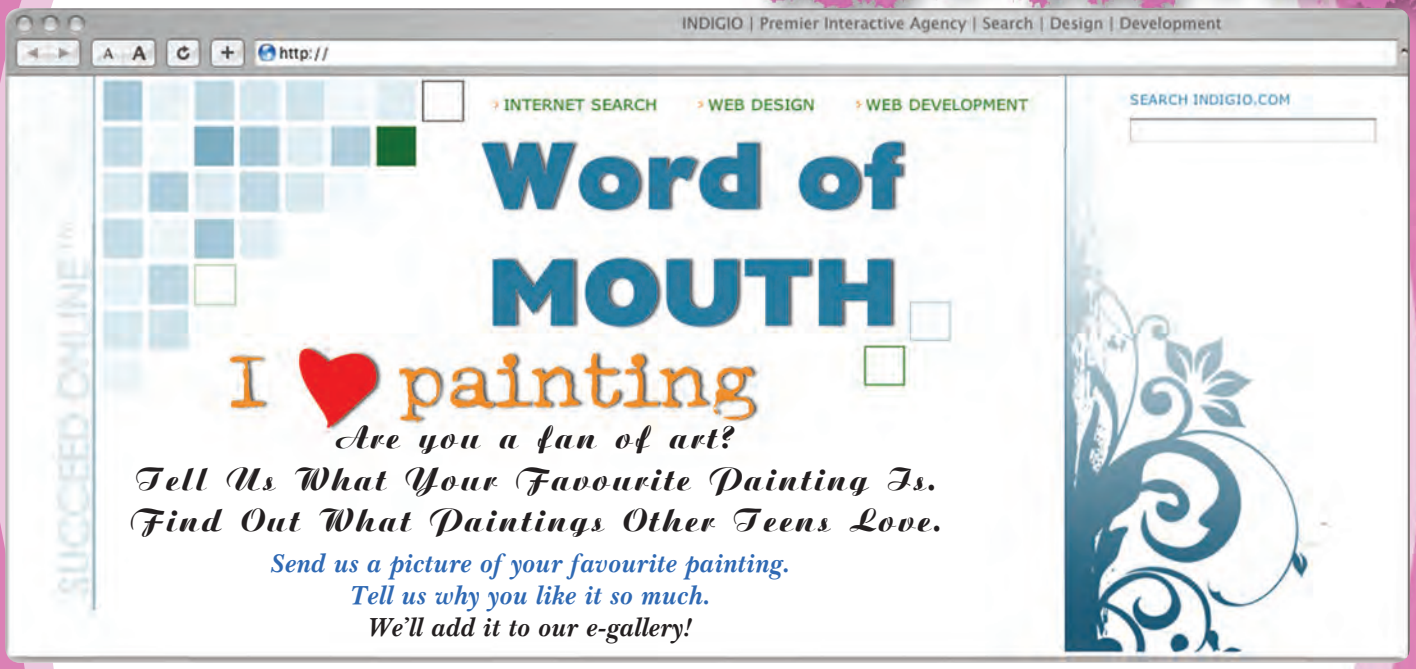
Grammar Learning Strategies	Great help!	I'll try...
1. Study the example sentences and guess the new rule.		
2. Find examples of the new grammar structures in the texts of your book. Study how they are used.		
3. Complete the Grammar table carefully and clearly.		
4. Check with the Grammar table while you are doing tasks for practice.		
5. Think of what grammar structures you need for a speaking and/or writing task and get help from the Grammar Appendix to use them correctly		



UNIT 9

It's a masterpiece! (Review)

Read the announcement. What is it about?



Look at the e-gallery on page 128. Find which paintings Jennifer, Stavros and Réné are writing about. Write the name of the painting in the correct gap (1-3).

① .....

I love it because it looks like a scene from my favourite science fiction film.
Jennifer (England)

② .....

It's great. It relaxes me because it reminds me of holidays.
Stavros (Greece)

③ .....

I like this painting. The women's faces are so calm.
Réné (France)

In Unit 9 you will...

READ
- Your partner's short story

LISTEN TO
- Online recorded information about paintings in an e-gallery

TALK ABOUT
- Famous paintings

WRITE
- A short story connected to a painting

LINK TO
- Art • Literature • History • Music • Culture • ICT

It's a masterpiece!

Listening

1 ***Jennifer clicked on three paintings in the e-gallery. Listen to the information she heard about the paintings and complete the notes.***

Yahoo! - Microsoft Internet Explorer provided by OTEnet

e-Gallery



Gloria Ip Tung -Work with others to save the Earth



Georgios Jakovides- Children's Concert



Georges Seurat - A Sunday Afternoon on La Grande Jatte



Eric Wu- Futuristic City



Uknown painter -
A Lady Listening to Music

1st painting
Name of painting:
1 .....
Painter: 2 .....
Painted in: 3 ..... century
Style of painting: *Pointillism*

2nd painting
Name of painting:
4 .....
Painter: 5 .....
Favourite theme: 6 .....
Won: 7 ..... medal in the International Exhibition in 8 1900

3rd painting
Name of painting:
9 .....
Painter: 10 .....
Age of painter: 11 .....
Won: 12 ..... prize in the 17th International Children's 13 ..... 14 .....

Pointillism noun [U]:
a style of painting developed in France at the end of the 19th century in which a painting is created out of small spots of pure colour which seem to mix when seen from far away

2 ***Which of the paintings in the e-gallery do you prefer? Explain why. Do you know anything else about any of them and/or their creators? Which other famous painting do you know?***



Vocabulary Link

Word Bank

In pairs, write down any words that come to your mind when you are looking at the paintings in the e-gallery. Look through your coursebook to find useful vocabulary and prepare a* WORD BANK *for each painting.

Children's Concert
family
.....
.....
.....
.....

Work with others to save the Earth
recycling
.....
.....
.....
.....

A Sunday Afternoon on La Grande Jatte
swimming
.....
.....
.....
.....

Futuristic City
space
.....
.....
.....
.....

A Lady Listening to Music
Indian
.....
.....
.....
.....

It's a masterpiece!

Project

The story behind a masterpiece

1 ***In pairs, write a short story to accompany your favorite painting in your school newspaper. The Writing Guide and your imagination will help you.***

WRITING GUIDE

STEP ONE

- Think about what you want to include in your story (e.g. information about the people in the painting such as their name, age and family situation, where they are, what they are doing, their feelings, background events, what is going to happen next etc).. Your Word Bank can help you with ideas.
- Think about the tone of your story. Is you story going to be sad, humorous, etc.?
- Decide who is going to be the narrator. You can write your story in the first or in the third person.
- Write your first draft.

STEP TWO

- When you finish, exchange drafts with another pair.
- Look at the painting your friends are writing about, read their story and make comments to help them make it more interesting and vivid. What else do you want to know about the people in the painting and / or the events in the story?
- Help each other with language if necessary.

STEP THREE

- Write your second draft.
- If possible, scan the paintings, enlarge them and make coloured photocopies.
- Put your work on display.





Johannes Vermeer
'Girl with a pearl earring'

Culture corner

This painting of Johaness Vermeer inspired the American author Tracy Chevalier to write her bestselling novel, 'Girl with a pearl earring'.

Do you know of historic events that inspired a painter, a writer or a poet?

There is a key on page 131

Link to www.e-yliko.gr for the first class of High School:
Atlantis
Projects: Atlantis and Pompeii

Unit 3 / Lesson 2
Answers to the quiz about Australia on page 31

1. Pacific
2. Canberra
3. 24
4. hot
5. Kylie Minogue

Culture Corner

The school year starts in January because this is when summer finishes in Australia.

Unit 4 / Lesson 2
Key to the Animal Quiz on page 48

Swim in the cold water: white shark, penguin, polar bear

Climb trees: chimpanzee

Eat leaves from tall trees: giraffe

Uses sign language: chimpanzee

Hide in the snow: polar bear (and perhaps the penguin)

Unit 7 / Lesson 2
Key to the Planets Quiz on page 99

a. Mercury
b. Jupiter
c. Mars
d. Pluto
e. Uranus
f. Mars

Unit 7 / Lesson 3
Key to the Reading Quiz on page 103

1. e
2. f
3. a
4. d
5. b
6. c

Unit 9
Culture Corner

e.g. the Iliad (Homer) the Olympic Hymn (Kostis Palamas) etc.



Pablo Picasso, Guernica



Delacroix Eugene,
The Massacre at Chios

Speaking Appendix

Unit 2 / Lesson 3 / Speaking / Task 2 / page 21

Demetris and Christos live in the same street but their drawings are not the same. In pairs, find three differences.

Student A: *Look at the picture. Talk with your partner and find the differences.*

e.g. Is there a ...in front of/next to...?
Yes, there is/ No, there isn't.

Picture A



Unit 3 / Lesson 2 / page 33

Marianna and Steve are friends but they don't like the same subjects.
Student A: *Look at Table A. Ask your partner about Steve. Put* ☺ *or* ☹ *.*
Look at the example first.

Does Steve like art?

Yes, he does. / No, he doesn't.

Table A

	Marianna	Steve
art	☹	
computer studies	☺	
English	☺	
ancient Greek	☹	

Unit 2 / Lesson 3 / Speaking / Task 2 / page 21

Demetris and Christos live in the same street but their drawings are not the same. In pairs, find three differences.

Student B: *Look at the picture. Talk with your partner and find the differences.*

e.g. *Is there a ...in front of/next to...?*
Yes, there is/ No, there isn't.

Picture B



Unit 3 / Lesson 2 / page 33

Marianna and Steve are friends but they don't like the same subjects.

Student B: *Look at Table B. Ask your partner about Marianna. Put*  *or*  *.*
Look at the example first.

Does Marianna like computer studies?

Yes, she does. / No, she doesn't.

Table B

	Steve	Marianna
art		
computer studies		
English		
ancient Greek		

Speaking Appendix

Unit 3 / Lesson 3 / page 38 / In your roles!

Student A

A. You are a reporter

You work for the magazine 'Lifestyle'. You're going to interview your partner, who is a teacher. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1 on page 38 for help.



A

A teacher's profile

(Name).....

Occupation: *Teacher*

Place of work: .....

Working hours: .....

Number of classes: .....

Feels ..... about his/her job.

Now change roles.

B. You are a teacher

A reporter from the magazine 'Lifestyle' is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on page 38 for help.



B

My profile

(Name).....

Occupation: *Teacher*

Place of work: .....

Working hours: .....

Number of classes: .....

Feels ..... about his/her job.

Unit 3 / Lesson 3 / page 38 / In your roles!

Student B

A. You are a shop owner

A reporter from the magazine 'Lifestyle' is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on page 38 for help.



A

My profile

(Name).....

Occupation: *Shop owner*

Kind of shop .....

Working hours: ……

Feels …… about his/her job.

Now change roles.

B. You are a reporter

You work for the magazine 'In the kitchen'. You're going to interview your partner, who is a famous chef. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1 on page 38 for help.



B

A shop owner's profile

(Name).....

Occupation: *Shop owner*

Kind of shop .....

Working hours: ……

Feels …… about his/her job.

Speaking Appendix

Unit 6 / Lesson 1 / Speaking / page 75

MEMORY GAME

Student A

1 ***Look at your trolley for a minute. Then, close your book and tell your partner what there is in it. Use Food Collocations.***

e.g. In my trolley, there are two cartons of milk,...



Unit 7 / Lesson 3 / Speaking / page 106

Student A

1 ***Answer the questions to complete the diagram. Put your answers in the correct circles (A-E). Use time expressions like:***

yesterday	at 11.00	two years ago
last week / month / year	in 1999	when I was 6

A. When did you last go to the cinema?

B. When did you last have a party?

C. What time did you sleep last night?

D. When did you meet your best friend?

E. When did your last take a test?

2 ***Look at your partner's diagram. Ask to find out what happened in each case.***

- In B you're writing *'last week'*. What happened last week?

- I went to a party.

Unit 6 / Lesson 1 / Speaking / page 75

MEMORY GAME

Student B

Look at the trolley and listen to your partner. Tick the items he/she remembers. Has your partner got a good memory?

- 2 cartons of milk
- 3 cans of beer
- 1 packet of biscuits
- 1 chocolate bar
- 2 packets of cereals

Unit 8 / Lesson 1 / Speaking / page 114

Student A

Nigel's diary

11 Monday
Play basketball - 5.15
12 Tuesday
Study Biology
13 Wednesday
Buy present for dad (after 3.00)
14 Thursday
Watch football match - 9.00

Joanna's diary

11 Monday
Dance lesson - 7 o'clock
12 Tuesday
Go to the dentist - 3.30
13 Wednesday
Study for the Maths test
14 Thursday
Take the dog to the vet - 6.15

Language Bank

- Nigel is playing basketball on Monday.
- What is Nigel doing on Tuesday 12th?
- Is Joanna studying for a Maths test on Wednesday 13th?
  Yes, she is. / No, she isn't.
- What time is Joanna ....?

Speaking Appendix

Unit 8 / Lesson 3 / Speaking

Mediation Task

Student A

Your Australian friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Read the horoscope and tell him/her.

Student A:

- *What do you want to say to your friend?*
- *Think about the language you need.*
- *Don't try to translate everything.*
- *Use your own words.*

....
Αυτό τον μήνα, θα λύσεις ένα πρόβλημα που έχεις. Οι φίλοι σου θα σου δείξουν την αγάπη τους και θα σε βοηθήσουν.
Θα πάρεις πρόσκληση και θα πας σε ένα καταπληκτικό πάρτυ. Οι γονείς σου όμως θα σου πουν να γυρίσεις νωρίς και έτσι προμηνύεται σύγκρουση.
Στο τέλος του μήνα θα γράψετε διαγώνισμα στο μάθημα που σιχαίνεσαι. Προετοιμάσου! Δε θα είναι και τόσο εύκολο.

Now, ***Student A****:*

You are from Australia and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

Student A:

- *Listen to your partner.*
- *Ask any questions you like.*
- *Say if you agree with what your horoscope says. Are you happy with it?*

Adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

Unit 8 / Lesson 3 / Speaking

MEMORY GAME

Student B

1 ***Look at your trolley for a minute. Then, close your book and tell your partner what there is in it. Use Food Collocations.***



e.g. In my trolley, there are two cans of beer...

Unit 6 / Lesson 1 / Speaking / page 75

Student B

1 ***Answer the questions to complete the diagram. Put your answers in the correct circles (A-E). Use time expressions like:***

yesterday	at 3:00	one month ago
last week / month / year	in 1996	when I was 8

A. When did you buy your school bag?

B. When did you last listen to your favourite song?

C. What time did you get up in the summer?

D. When did you last go on a trip?

E. When did your last send an e-mail?

3 ***Look at your partner's diagram. Ask to find out what happened in each case.***

In B you're writing 'last week'. What happened last week?

I went to a party.

Speaking Appendix

Unit 7 / Lesson 3 / Speaking / page 106

MEMORY GAME

Student A

Look at the trolley and listen to your partner. Tick the items he/she remembers. Has your partner got a good memory?

2 cartons milk
2 cans of beer
1 packet of cereals
1 packets of crisps
2 packets of biscuits

Unit 8 / Lesson 1 / Speaking / page 114

Student B

Nigel's diary

11 Monday
Play tennis - 5.15
12 Tuesday
Tidy my room
13 Wednesday
Buy present for dad (after 5.00)
14 Thursday
Watch the new James Bond film - 9.00

Joanna's diary

11 Monday
Dance lesson - 7.30 o'clock
12 Tuesday
Visit grandma - 3.30
13 Wednesday
Study for the English test
14 Thursday
Take the cat to the vet - 6.15

Language Bank

- Nigel is playing tennis on Monday.
- What is Nigel doing on Tuesday 12th?
- Is Joanna studying for an English test on Wednesday 13th?
  Yes, she is / No, she isn't
- What time is Joanna ....?

Unit 8 / Lesson 3 / Speaking / page 123

Mediation Task

Student A

You are from the USA and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

Student A:
- *Listen to your partner.*
- *Ask any questions you like.*
- *Say if you are happy with what your horoscope says.*

Now, ***Student B****:*

Your American friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Read the horoscope and tell him/her.

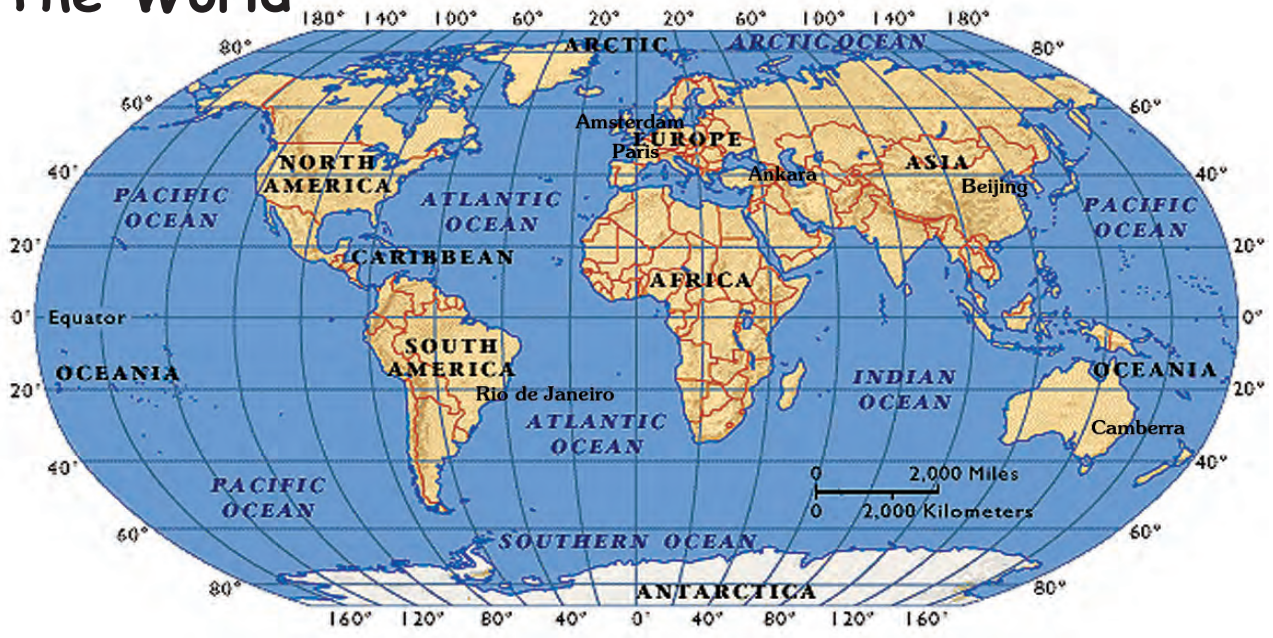
Student B:
- *What do you want to say to your friend?*
- *Think about the language you need.*
- *Don't try to translate everything.*
- *Use your own words.*

....
Αυτό τον καιρό η ζωή σου είναι λίγο βαρετή αλλά σύντομα θα ξεκινήσεις κάτι καινούργιο - ένα άθλημα ίσως. Θα σ' αρέσει πολύ και θα γνωρίσεις νέα άτομα. Κάποιος στην οικογένειά σου θα χρειαστεί τη βοήθειά σου. Μην πεις όχι. Δε θα βγεις με την παρέα σου πάρα πολύ αυτό τον μήνα γιατί θα έχεις πολύ δουλειά για το σχολείο. Θα πας όμως εκδρομή με το σχολείο ή με την οικογένειά σου και θα περάσεις πολύ καλά.

adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

WORLD MAP

The World



Map retrieved from: http://go.hrw.com/atlas/norm_htm/world.htm



Map retrieved from: http://go.hrw.com/atlas/norm_htm/europe.htm

MAP OF THE UK



Map retrieved from http://go.hrw.com/atlas/norm_htm/untdkgdm.htm

MAP OF THE CENTRE OF ATHENS





Unit 2

Lesson 1

PRESENT SIMPLE OF 'BE'- FORM

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I am	Am I?	I am not	I'm not	Yes, I am
You are	Are you?	You are not	You aren't	Yes, he is
He is	Is he?	He is not	He isn't	Yes, they are
She is	Is she?	She is not	She isn't	
It is	Is it?	It is not	It isn't	No, you aren't
We are	Are we?	We are not	We aren't	No, she isn't
You are	Are you?	You are not	You aren't	No, we aren't
They are	Are they?	They are not	They aren't	

PRESENT SIMPLE OF 'BE'- USE

- We use the verb 'be' to talk about *physical characteristics* and *conditions.*

e.g. I'm not tall.
What colour are your eyes?
We're hungry.

THE VERB 'HAVE GOT' - FORM

Lesson 2

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I have got	I've got	Have I got?	I have not got	I haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
He has got	He's got	Has he got?	He has not got	He hasn't got
She has got	She's got	Has she got?	She has not got	She hasn't got
It has got	It's got	Has it got?	It has not got	It hasn't got
We have got	We've got	Have we got?	We have not got	We haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
They have got	They've got	Have they got?	They have not got	They haven't got

THE VERB 'HAVE GOT' - USE

- We use the verb *'have got'* to talk about *possession, characteristics* and *relationships.*

e.g. I've got a collection of thimbles.
Has Magda got long hair?
Alexander's got a twin sister.

GRAMMAR APPENDIX

Lesson 2

PLURAL NOUNS

REGULAR NOUN PLURALS - SPELLING RULES

- we add *-s* to make the plural of a noun
  e.g. park - park**s**, bed - bed**s**
- nouns ending in *consonant* + *-y* drop the -y and take *-ies*
  e.g. baker**y** - baker**ies** BUT t**oy** - t**oys**
- we add *-es* after *-s / -ss / -ch / -sh / -x /-o*
  e.g. bu**s** - bu**ses** / gla**ss** - gla**sses** / chur**ch** - chur**ches** / bo**x** - bo**xes** / tomat**o** - tomat**oes**
  BUT
  photos / pianos / radios / zoos

IRREGULAR NOUN PLURALS

- Some nouns have irregular plural forms or they do not change.

Singular	Plural	Singular	Plural
man	men	mouse	mice
woman	women	foot	feet
child	children	sheep	sheep
tooth	teeth	fish	fish (*Am* E. fishes)

THERE IS / THERE ARE - FORM

Statements	Questions	Negatives	Short Answers
There is a(n) … There are (some / two) …?	Is there a(n) …? Are there (any / two) …?	There isn't a(n) … There aren't (any / two) …	Yes, there is No, there isn't

- We use **some** in statements
- We normally use **any** in questions
- We use **any** in negatives

THERE IS / THERE ARE - USE

- *We use there is / there are to*
  - ➢ say that something exists or doesn't exist
  - ➢ ask if something exists

e.g. There is an internet café.
There aren't any cinemas.
Is there a TV in your room?



Unit 3

Lesson 1 & 2

PRESENT SIMPLE - FORM

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I walk	Do I walk?	I do not walk	I don't walk	Yes, I do
You walk	Do you walk?	You do not walk	You don't walk	Yes, he does
He walks	Does he walk?	He does not walk	He doesn't walk	Yes, we do
She walks	Does she walk?	She does not walk	She doesn't walk	
It walks	Does it walk?	It does not walk	It doesn't walk	No, you don't
We walk	Do we walk?	We do not walk	We don't walk	No, she doesn't
You walk	Do you walk?	You do not walk	You don't walk	No, they don't
They walk	Do they walk?	They do not walk	They don't walk	

Spelling Rules

In the 3rd person singular:

- Verbs ending in *-o / -ss / -ch / -sh / -x*, take *-es*.
  goes / misses / watches / washes / relaxes
- Verbs ending in *consonant* + *-y*, take *-ies*.
  tries / flies BUT *plays / says*

Time expressions

every day / on Mondays / at the weekends /
in winter / twice a month / in the morning etc.

REMEMBER to add *-s / -es / -ies* in the 3rd person singular **BUT** drop it in questions and negatives.

e.g. Mary plays the piano every day.
Does John play the piano?
My brother doesn't play the piano.

PRESENT SIMPLE - USE

- We use the Present Simple to talk about:
  - habits and routines
    e.g. Jean Paul listens to music every day.
    I go to school by bus.
  - general facts
    e.g. We live in London.
    Mum doesn't speak English.

GRAMMAR APPENDIX

ADVERBS OF FREQUENCY

- The adverbs of frequency tell us **how often** something happens.
- They go **after** the verb 'be'.
- They go **before** other verbs.

ALWAYS ☑☑☑☑	**I** ☑☑☑☑ **make** my bed
USUALLY ☑☑☑	I **always** make my bed.
OFTEN ☑☑	
SOMETIMES ☑	**We are** ☑ late for school.
NEVER ☐	We are **sometimes** late for school.

Lesson 3

WH- QUESTIONS

Who do you meet every morning?	My friend, John.
Who cooks at home?	My grandma.
Which is your favourite colour?	Green.
Where do you live?	In London.
What time do you get up?	At 7:00.
When is your birthday?	On 4th January.
What is your telephone number?	210 - 3939202.
How do you go to school?	By bus.
How many thimbles have you got?	About 100.
How often do you play football?	Twice a week.

REMEMBER to use the question form after Wh-words **EXCEPT** when you are asking about the subject!

e.g. **Who** do **you meet** every morning? I meet **my friend**, John.
Who cooks at home? **My grandma** cooks every day.

Unit 4

Lesson 1

IMPERATIVES - FORM

- **Open** the window!
- **Come back** at 9:00!
- **Don't open** the window!
- **Don't be** late!



IMPERATIVES - USE

We use imperatives to give orders
e.g. Be quiet!
Don't drop litter!

to give instructions or directions
e.g. Press START to turn on the computer.
Turn left at the end of the road.

IF - SENTENCES (1)

If + Simple Present → imperative

If + Simple Present → can+ verb

IF - SENTENCES - USE

- We can use If - sentences to give instructions in situations.
  e.g. If you need information, ask a volunteer.
  If you don't find anyone, you can use the phone near the door.

Lesson 2

MODALS OF ABILITY - CAN / CAN'T

FORM

Statements	Negatives	Questions	Short Answers
I can swim	I can't swim	Can I swim?	Yes, I / he / they can
You can swim	You can't swim	Can you swim?	
He can swim	He can't swim	Can he swim?	No, you / she / we can't
She can swim	She can't swim	Can she swim?	
It can swim	It can't swim	Can it swim?	
We can swim	We can't swim	Can we swim?	• can't = cannot in formal English
You can swim	You can't swim	Can you swim?	
They can swim	They can't swim	Can they swim?	

CAN / CAN'T - USE

- We use *can / can't* to show ability in the present.
  e.g. I can ride a bike.
  Giraffes can eat leaves from tall trees.

GRAMMAR APPENDIX

Lesson 3

MODALS OF OBLIGATION - MUST / MUSTN'T

FORM

Statements	Negatives	Questions	Short Answers
I must save water	I mustn't waste water	Must I plant trees?	Yes, you must
You must save water	You mustn't waste water	Must you plant trees?	
He must save water	He mustn't waste water	Must he plant trees?	No, mustn't
She must save water	She mustn't waste water	Must she plant trees?	
It must save water	It mustn't waste water	Must it plant trees?	
We must save water	We mustn't waste water	Must we plant trees?	
You must save water	You mustn't waste water	Must you plant trees?	
They must save water	They mustn't waste water	Must they plant trees?	

MUST / MUSTN'T - USE

- We use **must** / **mustn't** to talk about actions we feel are necessary or important.
  e.g. We must plant trees.
  We mustn't waste water.

Unit 5

Lesson 1

PRESENT CONTINUOUS - FORM

Statements		Negatives		Questions
Full form	Short form	Full form	Short form	
I am walking	I'm walking	I am not walking	I'm not walking	Am I walking?
You are walking	You're walking	You are not walking	You aren't walking	Are you walking?
He is walking	He's walking	He is not walking	He isn't walking	Is he walking?
She is walking	She's walking	She is not walking	She isn't walking	Is she walking?
It is walking	It's walking	It is not walking	It isn't walking	Is it walking?
We are walking	We're walking	We are not walking	We aren't walking	Are we walking?
You are walking	You're walking	You are not walking	You aren't walking	Are you walking?
They are walking	They're walking	They are not walking	They aren't walking	Are they walking?

Spelling Rules	Short Answers
• Verbs ending in ***-e*** drop ***e*** and add ***-ing*** e.g. writ**e** - writ**ing** • Verbs ending with one vowel and one consonant, double the consonant e.g. sw**im** - sw**imming** • Verbs ending in ***-y*** add ***-ing*** e.g. play - play**ing** / tidy - tidy**ing**	Yes, I am / Yes, he is / Yes, they are No, you aren't / No, she isn't / No, we aren't



PRESENT CONTINUOUS - USE

- We use the Present Continuous to talk about actions happening *at the moment.*
- Time Words: ***now / at the moment / right now***

  e.g. We're studying grammar right now.
  Look! Dad is coming home.

Lesson 2

PRESENT CONTINUOUS VS. PRESENT SIMPLE

- We use the **Present Continuous** to:
  - talk about actions that happen at the moment.
    e.g. I'm studying grammar right now.
  - to describe actions in a photo.
    e.g. Look at Jim in this photo. He's climbing a wall.

- Use the **Present Simple** to talk about
  - daily routine: e.g. We get up early every day.
  - habits: e.g. I go to the cinema every two weeks.
  - states: e.g. Mary lives in London.

Unit 6

Lesson 1

COUNTABLE / UNCOUNTABLE NOUNS

A lot of / much / many / how much / how many

- Countable nouns: nouns we can count, e.g. three oranges, five glasses of beer.
- Uncountable nouns: nouns we can't count, e.g. some milk, some bread.

We use:

	STATEMENTS	NEGATIVES	QUESTIONS
Countable nouns	a lot of	many	(How) many
Uncountable nouns	a lot of	much	(How) much

e.g. *How many burgers* do you eat in a month?
I eat *a lot of burgers* in a month.
I don't eat *many burgers* in a month.

e.g. Do you drink *much coke*?
Yes, I drink *a lot.*
No, I don't drink *much.*

e.g. *How much milk* do you drink every day?
I drink *a lot of milk* every day.
I don't drink *much milk* every day.

GRAMMAR APPENDIX

GIVING ADVICE

We use **should + verb** to

- ask for advice
- give advice.

e.g. I've got a lot of homework. What should I do?
You should get down to work right away.
You shouldn't turn on the TV.

Lesson 2

PLURAL NOUNS

Words like *jeans, pyjamas, trousers, shorts, leggings and scissors* are always plural. We use *a pair of* if we want to use the singular form.

e.g. I want to buy *new jeans*.
I want to buy *a new pair of* jeans.

MAKING COMPARISONS

Comparative adjectives

USE

- We use comparative adjectives to compare *two* people or things.
- We use *than* with comparatives

e.g. Jeans *are nicer than* uniforms.
Jeans *are more practical than* uniforms.

FORM

- One syllable adjectives add ***-er***

e.g. cheap – cheaper

- One syllable adjectives ending in ***-e*** add ***-r***

e.g. large – larger

- One syllable adjectives ending with one consonant *double* the final consonant

e.g. big – bigger

- Two syllable adjectives ending in ***-y*** change ***-y*** to *i* and add ***-er***

e.g. trendy – trendier

- Other two syllable adjectives and *longer* adjectives use *more*

e.g. practical – more practical

- Some adjectives are *irregular*:
  good - **better**
  bad - **worse**



Lesson 3

MAKING COMPARISONS

Superlative adjectives

USE

- We use superlative adjectives to compare *more than* two people or things.
- We use the article *the* before the superlative adjective.
- We usually use expressions like *in the world, in class, of all* etc. after superlative adjectives.

> e.g. The River Nile is *the longest* river in the world.
> Angel Falls is *the most beautiful* waterfall of all.

FORM

- One syllable adjectives add ***-est***

e.g. cheap – cheapest

- One syllable adjectives ending in ***-e*** add ***-st***

e.g. large – largest

- One syllable adjectives ending with one consonant *double* the final consonant

e.g. big – biggest

- Two syllable adjectives ending in ***-y*** change ***-y*** to *i* and add ***-est***

e.g. trendy – trendiest

- Other two syllable adjectives and *longer* adjectives use ***most***

e.g. practical – most practical

- Some adjectives are *irregular*:
  good - **best**
  bad - **worst**

THE / ZERO ARTICLE

- We use ***the*** with:

• *rivers*	e.g. the Nile
• *oceans*	e.g. the Pacific
• *seas*	e.g. the Mediterranean
• *deserts*	e.g. the Sahara
• *mountain ranges*	e.g. the Himalayas
• *groups of countries*	e.g. the United States

- We use the ***zero article*** with:

• *countries*	e.g. Greece
• *cities*	e.g. Rome
• *streets*	e.g. Ermou Street
• *lakes*	e.g. Lake Como
• *mountains*	e.g. Everest
• *islands*	e.g. Crete
• *waterfalls*	e.g. Niagara Falls

GRAMMAR APPENDIX

Unit 7

Lesson 1

THE VERB 'TO BE' - PAST SIMPLE

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I was	Was I?	I was not	I wasn't	Yes, I was
You were	Were you?	You were not	You weren't	Yes, he was
He was	Was he?	He was not	He wasn't	Yes, they were
She was	Was she?	She was not	She wasn't	
It was	Was it?	It was not	It wasn't	No, you weren't
We were	Were we?	We were not	We weren't	No, she wasn't
You were	Were you?	You were not	You weren't	No, we weren't
They were	Were they?	They were not	They weren't	

Lesson 2

PAST SIMPLE - FORM

Regular verbs (verb+ ed)

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I walked	Did I walk?	I did not walk	I didn't walk	Yes, I did
You walked	Did you walk?	You did not walk	You didn't walk	Yes, he did
He walked	Did he walk?	He did not walk	She didn't walk	Yes, we did
She walked	Did she walk?	She did not walk	He didn't walk	
It walked	Did it walk?	It did not walk	It didn't walk	No, you didn't
We walked	Did we walk?	We did not walk	We didn't walk	No, she didn't
You walked	Did you walk?	You did not walk	You didn't walk	No, they didn't
They walked	Did they walk?	They did not walk	They didn't walk	

Spelling Rules

- Verbs ending in **-e** add **-d** **e.g.** live – lived
- Verbs ending in consonant - vowel - consonant, double the consonant **e.g.** stop – stopped
- Verbs ending in consonant + **y**, drop -y and take -ied **e.g.** tidy – tidied BUT play – played

REMEMBER to drop the ending -ed in questions and negatives.

e.g. I walked to school.
I didn't walk to school.
Did you walk to school?



PAST SIMPLE - USE

- We use the Simple Past to talk about finished actions in the past.
- Time words: ***in 2003 / last year / two weeks ago / yesterday ...***

e.g. Armstrong walked on the moon in 1969.
We played computer games yesterday.

Lesson 3

PAST SIMPLE - FORM

Irregular verbs

- Irregular verbs do not take the ending -ed for the past simple.
- Each irregular verb has its own form and we have to learn these forms off by heart.

e.g. go – went

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I went	Did I go?	I did not go	I didn't go	Yes, I did
You went	Did you go?	You did not go	You didn't go	Yes, he did
He went	Did he go?	He did not go	She didn't go	Yes, we did
She went	Did she go?	She did not go	He didn't go	
It went	Did it go?	It did not go	It didn't go	No, you didn't
We went	Did we go?	We did not go	We didn't go	No, she didn't
You went	Did you go?	You did not go	You didn't go	No, they didn't
They went	Did they go?	They did not go	They didn't go	

Irregular Verbs			
be - was / were	eat - ate	know - knew	send - sent
become - became	find - found	leave - left	sit - sat
begin - began	fly - flew	make - made	speak - spoke
buy - bought	get - got	meet - met	swim - swam
come - came	give - gave	read - read	take - took
do - did	go - went	run - ran	teach - taught
drink - drank	have - had	say - said	tell - told
drive - drove	hit - hit	see - saw	think - thought
			write - wrote

REMEMBER to use the base form of the verb in questions and negatives.

e.g. I went to school on foot yesterday.
I didn't go to school on foot yesterday.
Did you go to school on foot yesterday?

GRAMMAR APPENDIX

Unit 8

Lesson 1

Present Continuous - Talking about future arrangements

We use the Present Continuous to talk about ***personal arrangements*** and ***fixed plans*** for the future, like the ones we note down in our diaries. We often give the time, date and/or place.

e.g. We're flying to London on the 10th of July.
When are you coming to Cambridge?

Lesson 2

Be going to - Talking about future plans and intentions

Form

 + am / is / are + going to + verb

Am / Is / Are +  + going to + verb?

 + am ('m) not / is not (isn't) / are not (aren't) + going to + verb

USE

We use **be going to** to talk about our **decisions**, **future plans** and **intentions**.

e.g. I'**m going** to be really nice to other kids.
From now on, Silou's **going** to think PINK!
I'**m going** to invite Tim, the boy who lives next door.

COMPARE:

I'm going to have a party for my birthday.
(I'm talking about my plan, what I want to do)

I'm having a party on Saturday at 8.00.
(I have already arranged everything. It is fixed)



Lesson 3

Future Simple - Predicting

Form

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I will help	I'll help	Will I help?	I will not help	I won't help
You will help	You'll help	Will you help?	You will not help	You won't help
He will help	He'll help	Will he help?	He will not help	He won't help
She will help	She'll help	Will she help?	She will not help	She won't help
It will help	It'll help	Will it help?	It will not help	It won't help
We will help	We'll help	Will we help?	We will not help	We won't help
You will help	You'll help	Will you help?	You will not help	You won't help
They will help	They'll help	Will they help?	They will not help	They won't help
Short Answers: Yes, I / she / we will		No, you / he / they won't		

USE

We use the **Future Simple** (will) to *predict* the future; to say what we think or to guess what will happen in the future.

e.g. Huge domes will protect all cities on Earth.
Will teenagers have more fun in the future?
There won't be any pollution.

- We use the **Future Simple** with words/expressions like:
  I (don't) think, I'm (not) sure, I hope, perhaps, soon

Self-assessment key

Units 1 & 2

VOCABULARY LINK

Task 1

1.d, 2.f, 3.b, 4.e, 5.a

Task 2

1.basketball	2. shells	3. (art) museum
4. cycling	5. coins	

GRAMMAR LINK

Task 3

1. is	2. are	3. any	4. some	5. 've	
6. any	7. Are		8. are	9. is	10. in

COMMUNICATION

Task 4

1. d	2. a	3. e	4. b	5. c

Unit 3

VOCABULARY LINK

Task 1

JOBS	*SCHOOL SUBJECTS*
architect	art
author	music
secretary	biology
vet	PE

Task 2

1. It's seven o' clock.
2. It's a quarter past eight.
3. It's twenty-five to one.
4. It's half past six.
5. It's a quarter to ten.
6. It's twenty past eleven.

GRAMMAR LINK

Task 4

1. do	2. listening	3. on foot	
4. do	5. Where	6. does	7. design
8. Who	9. take	10. Do	

Task 5

1. Does ...take	2. goes	3. play
4. doesn't enjoy	5. want	6. cries

Task 6

1. My brother *never* tidies his bedroom.
2. We see our friends *at weekends*.
3. Do you *often* play football?
4. They don't *usually* go to the theatre.

Unit 4

VOCABULARY LINK

Task 1

1. d	2. a	3. f	4. e	5. h	6. i
7. c	8. j	9. b	10. g		

Task 2

1. b	2. a	3. c	4. b
5. a	6. c	7. a	

GRAMMAR LINK

Task 3

1. You mustn't waste water.
2. We mustn't cut down trees.
3. A baby rhino can't run.
4. Let's clean up the beach.

COMMUNICATION

Task 4

1. kill	2. think	3. agree
4. must		5. not (4-5 mustn't)

Unit 5

VOCABULARY LINK

Task 1

1. adventurous	2. notice board	3. archery
4. band	5. campus	

Task 2

1. d	2. a	3. e	4. b	5. c

GRAMMAR LINK

Task 3

1. a	2. b	3. a	4. b	5. a

Task 4

1. is sleeping	2. does ... go	3. is working
4. visit	5. isn't reading	

Task 5

1. He plays the piano every day.
2. Every year there's a book exhibition at Zappeio.
3. Do you like spaghetti?
4. Do you play any musical instruments?
5. They always have lunch at an Italian restaurant on Sundays.

Unit 6

VOCABULARY LINK

Task 1

FOOD: *bread*, burger, pizza, ice cream
DRINKS: milk, coffee, beer, cola
CLOTHES: jeans, suit, socks, scarf
GEOGRAPHICAL FEATURES: desert, lake, ocean, island

Task 2

1. a slice of cake
2. a packet of cornflakes
3. a carton of milk
4. a tin of tuna

Task 3

2,536 two thousand, five hundred and thirty-six
11,768 eleven thousand, seven hundred and sixty-eight
6,007 six thousand and seven
893 eight hundred and ninety-three

GRAMMAR LINK

Task 4

POSITIVE	COMPARATIVE	SUPERLATIVE
nice	*nicer than*	*the nicest*
fat	*fatter than*	*the fattest*
good	better than	*the best*
bad	*worse than*	the worst
expensive	*more expensive than*	*the most expensive*
lucky	luckier than	*the luckiest*
modern	*more modern than*	the most modern

Task 5

1. a, 2. b, 3. b, 4. b, 5. a, 6. a, 7. b

Unit 7

VOCABULARY LINK

Task 1

1. touch 2. workshop 3. disabled 4. invent

Task 2

1. blind 2. code 3. sign 4. destination 5. planets 6. paperback

Task 3

1d, 2a, 3b, 4c
1. Cleopatra was a queen.
2. Edison was an inventor.
3. Andersen was a writer.
4. Socrates was a philosopher.

GRAMMAR LINK

Task 4

VERB	SIMPLE PAST
drive	drove
go	went
have	had
swim	swam
think	thought
write	wrote

Task 5

1. ~~Did~~ Mary studied hard for the test.
2. Jane bought a new T-shirt ~~on~~ last Monday.
3. I ~~didn't~~ was at home in the evening.
4. Did Armstrong ~~was~~ open the door?
5. The scientists didn't ~~not~~ discover life on the moon.

Unit 8

VOCABULARY LINK

Task 1

1. ticket 2. key 3. exit sign 4. nervous 5. star sign

Task 2

1. advice 2. behave 3. intentions 4. fasten 5. recognise

Task 3

1c, 2d, 3f, 4e, 5a, 6b

GRAMMAR LINK

Task 4

1d, 2c, 3e, 4b, 5a

Task 5

1b, 2b, 3a, 4b, 5b

Task 6

1. I'll call him on his mobile.
2. We're going to see the Finals.
3. She's going to ask her about my progress.
4. When are you leaving?/ are you going to leave?

It's up to you!

Appendix

Unit 2 **Lesson 1**

Reading

1 **STUDENT A:** ***Read about Magda or Pablo on page 161 and choose the correct information to complete her/his Profile Card.***

Magda

Hometown: *Athens, Greece / Nafplio, Greece*
Age: *12 / 13*
Brothers or sisters: *Yes / No*
Likes: *dancing and football / dancing and musicals*

Pablo

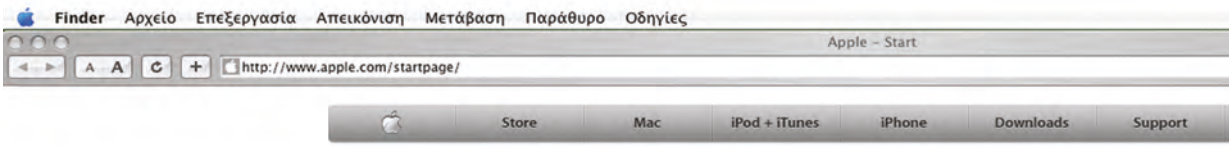
Hometown: *Lisbon / Madrid*
Age: *13/10*
Brothers or sisters: *a sister / a brother*
Likes: *football and biology / basketball and maths*

Now tell your partner about your new friend.

e.g. Magda is from Greece. She's ..... years old. She's got..... She likes ..... Pablo's from ..... He's .....years old. He's got ..... He likes .....

Tip!

Speak English with your partner.
Don't worry about mistakes.
Practice makes perfect!



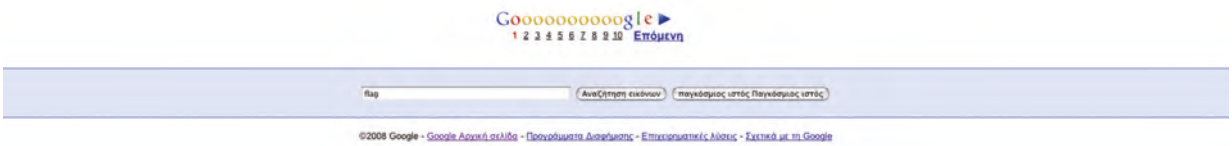
FRIENDS FROM AROUND THE WORLD



Hello! I'm Magda from Nafplio, Greece. I'm 12 years old and I'm in the first grade of Junior High School. I'm an only child, but it's OK. I've got lots of friends. I like dancing and I love musicals! My favourite one is '*Cats*'. It's English. What are your hobbies?

Hi! I'm Pablo and I'm 13. I'm Portuguese and I live in Lisbon. I've got a brother, Marco. He's 10. We play football in the school football team. Our coach says we're very good. What's your favourite sport? At school, I love biology but I'm not very good at maths. I don't like it. Are you good at maths?





It's up to you!

Appendix

STUDENT B: ***Read about Jennifer or Antonio on page 163 and choose the correct information to complete her/his Profile Card.***

Jennifer

From: *England / Portugal*

Lives in: *Oxford / Cambridge*

Brothers or sisters: *two brothers / a sister*

Languages: *German / Spanish*

Antonio

From: *Portugal / Italy*

Lives in: *Florence / Nafplio*

Brothers or sisters: *two brothers / a sister*

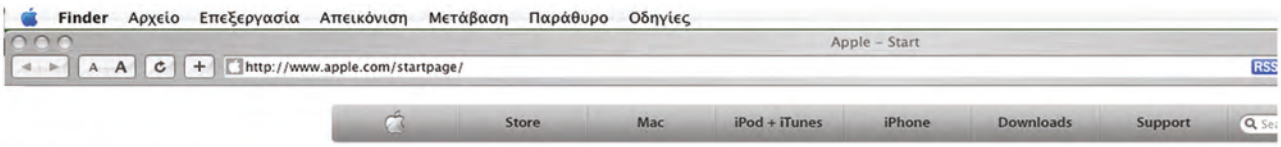
Languages: *English and Greek / Italian and English*

Now tell your partner about your new friend.

e.g. Jennifer is from England. She lives in ..... She's got ..... She speaks .....
Antonio is from ..... He lives in ..... He's got ..... He speaks .....

Tip!

Speak English with your partner.
Don't worry about mistakes.
Practice makes perfect!



FRIENDS FROM AROUND THE WORLD

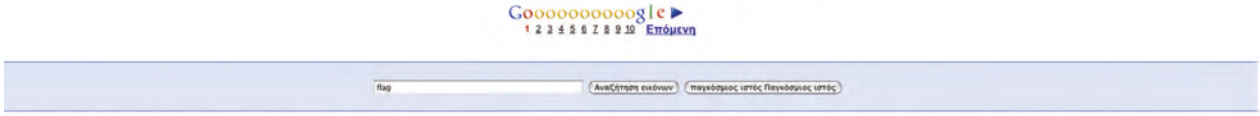


Hi, there! My name's Jennifer but my friends call me Jenny. That's my nickname. I'm from Cambridge, a city in the east of England. I study Spanish at school. It isn't difficult. I love it! My sister, Mary, hates it. What's your favourite language?

Teen Links around the world



Hello everyone! I'm Antonio and I come from Italy. I live in Florence, with my parents and my twin sister. Her name is Rita. I speak Italian and English. I love English because it's easy. Have you got a large family?



It's up to you!

Appendix

Unit 2 **Lesson 2**



Listening

2 ***Do you remember who is who? Listen again and choose the right person.***

1. Who's got key pals? *John/Mike*.
2. Who's an only child? *John/Mike*.
3. Who's got souvenirs from different places? *Jennifer/Miss Baker*.
4. Who's got a special case for a collection? *Jennifer/Miss Baker*.



Vocabulary Link

Adjectives

3 ***Look at the adjectives in the boxes. What do they describe? Put these words above the suitable word set.***

Age Size Opinion Material Colour

1 *Opinion*	2	3	4	5 *Material*
lovely ugly horrible ……	tiny long short ……	old new modern ……	green black white ……	plastic cotton gold *leather*

Add the following adjectives to the word sets. Can you find any others?

small ***brown*** ~~***leather***~~ ***fantastic*** ***young***



Reading

4 ***Read what some students wrote about their favourite possessions for their e-group. Can you guess what they are? The list can help you.***

a. A cat	b. A dog	c. Trainers
d. Footballs	e. A bag	f. A T-shirt



Writing

My favourite possessions

5 ***Write a paragraph about something you have and you really love. Don't write what it is. Give your work to your classmates. Can they guess your possession?***

If you write about a pet:

- Is it big / small?
- What colour is it?
- Has it got small ears / a long tail etc.?
- Why do you love it?

If you write about a thing:

- How many have you got?
- What colour is it?
- Is it big / small?
- Do you wear it? Is it in your bedroom? Do you bring it at school?
- Is it plastic / cotton?
- Why do you love it?

.....
.....
.....
.....
.....
.....
.....
.....
.....

It's up to you!

Appendix

Unit 2 **Lesson 3**

Reading

6 ***You're in Plaka with some friends. Choose the right place. Find the information in Helen's e-mail. Where do you go if...?***

a. ...you want to have lunch or dinner? *restaurant/night club*

b. ...you want to buy a souvenir from Greece? *church/art-and-craft shop*

c. ...you want information about the Acropolis? *tourist information centre/hotel*

d. ...you want to draw pictures with other children? *Art Museum/restaurant*

Home | Inbox 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: pablo@thinkteen.gr Show BCC

Cc:

Subject: Plain Text

Times New Roman 18

Hi there!

I've just got your e-mail and here is my answer. I live in Plaka, a very old neighbourhood in one of the most beautiful cities, Athens. It's under the Acropolis! I can see it from my window. It's beautiful, especially at night.



My neighbourhood is near the city centre. There aren't any wide streets. All of them are small with traditional houses, churches and art-and-craft shops. There are a lot of Greek restaurants and some night clubs.

There is a tourist information centre because lots of tourists visit Plaka every day. They go to the centre and get information about places to visit. There's also an Art Museum for children where I often spend time at the weekends. There's always something interesting to do with other children, such as pottery or drawing.

You can see Plaka in lots of old Greek films. I'm sending you a photo. I love it! What about your neighbourhood?

Love,

Helen

TODAY: SUN, 25/5 - MON, 30/6 No events



Vocabulary Link

Places and Buildings

7 ***Look at these signs. Where is each one from? Match the signs (1-4) with the names of buildings (a-d). Then listen and check.***

1 **MAPS OF THE CITY**
PLEASE TAKE ONE

2 **BREAKFAST: 7:00 - 9:30**

3 DON'T TOUCH THE PAINTINGS

4 **Restaurant** - 2nd floor ⇧
Shops - 1st floor ⇧
Toilets ➔

a. art museum ...	b. tourist information centre ...
c. shopping centre ...	d. hotel ...



Vocabulary Link

8 ***Eva is recording the presentation of her neighbourhood. Listen to her and make a list of what there is in her neighbourhood.***

cinema
.....
.....
.....
.....
.....



Don't worry if you don't understand everything on the tape. Try to pick the information you need.



Speaking

9 ***Demetris and Christos live in the same street but their drawings are not the same. In pairs, read the example and find two more differences.***

Student A: *Look at the picture, Speaking Appendix, page 132.*
Student B: *Look at the drawing, Speaking Appendix, page 133.*

In my picture, there's a bus stop in front of the bank.
In my picture, there's a Metro station in front of the bank. That's one difference!

It's up to you!

Appendix

Unit 3 **Lesson 1**

Reading



10 ***How different is your day? Talk about your routine to your partner. Here are some ideas.***

Me

'I wake / don't wake up at ……
'I usually go to school …… . I don't go ……
'I study ……
'I do / I don't do my homework ……
'I do a sport ……
'I *tidy / don't tidy* ……

Yahoo! - Microsoft Internet Explorer provided by OTEnet

Page Tools

A DAY IN JEAN PAUL'S LIFE



Hi there!
I'm Jean Paul. I'm 12 and I live in Tours, in France. My city is about 250km from the capital, Paris. I live with my mum, my stepdad and my stepbrother, Thierry.



My day is very busy. I get up at 7 o'clock, have breakfast and leave for school. It's only 10 minutes on foot so I don't get the bus. I usually ride my bike to school. I'm never late.



Lessons start at 8. I'm in Year 5 and my favourite subject is Social Studies. We learn about our city and our rights. I also study Ancient Greek! The Greek alphabet is so weird!
We have a lunch break from 12 to 2 o'clock. I don't eat at the school canteen. I go back home. Then, we have lessons again until half past four (boring!).

In the evening, after dinner, my parents watch TV. I prefer listening to my CDs and reading my comics.
I also tidy my room a bit because my mum goes crazy if i don't.
But i hate it of course.
I go to bed at around 11 o'clock.





After school, I always play the guitar for half an hour. I relax this way. Then, I do my homework. On Wednesdays I play tennis at the tennis club. In France, we love playing tennis and cycling. Do you know anything about the Tour de France?

based on an authentic interview with Jean Paul, a 12-year-old boy from France

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Writing

11 ***Start writing your text. The following plan can help you with ideas. Choose the ones you would like to write about. Add some time expressions (e.g. twice a week) and adverbs of frequency (e.g. often) in your writing.***

PARAGRAPH 1:
- What's your name?
- Where are you from? Where do you live? Who do you live with?

PARAGRAPH 2:
- Is your day busy? What time do you get up? How do you usually go to school?
- What time do lessons start / finish? Write about your favourite subject / teacher/ school activity.
- When do you do your homework?

PARAGRAPH 3:
- What are your hobbies? How often do you play a sport / go out with friends / watch TV etc.?
- What do you usually do in the evening? What time do you go to bed?

It's up to you!

Appendix

Unit 3 **Lesson 2**

Reading

12 ***This is Jennifer's article for the school newspaper. She's writing about Nicole, a teenager from Australia. Read her article and choose the correct information:***

a. What is the name of Nicole's school: *the outback / the school of the air*

b. how much time does Nicole study every day: *30 minutes / 5 to 6 hours*

by Jennifer Taylor

TEENnewspaper

A Day in the life of an Australian Teenager



This is my key pal, Nicole. Her life is different. She lives in Central Australia at 'the outback'. She doesn't go to school every morning like other children around the world. They're miles away from cities and towns so there are only 'schools of the air' at the outback.

Three times a week she has an 'on air lesson' for 30 minutes only. Her teacher, Mr Kennard, doesn't live in the area. 'I see him on my computer screen and he sends me work to do by e-mail. I do it and I send it back' says Nicole.



Every day she studies for five to six hours. She learns things off by heart and she does exercises. She also watches interesting videos and of course she takes tests. 'My mum helps me a lot. If I have a serious problem, I send an e-mail to my teacher'.

In the afternoons, she goes horse riding and she also learns how to cook. She enjoys cooking. 'There aren't many children in the area but I've got two very good friends. What do you do every day? I'm sure your life is really different!'



based on information from www.assoa.nt.edu.au/

13 ***Choose a title for each paragraph in Jennifer's article.***

a. What about homework? par. …

b. A different kind of lesson. par. …

c. Free time. par. …

d. It's too far away! par. …

14 ***Complete the table about the 'school of the air'. All the information is in Jennifer's article.***

SCHOOL OF THE AIR	
Where?	
Kind of lessons? How long?	
Homework activities?	

Unit 3 Lesson 3



15 ***Read and / or listen to the interview and tick ✓ the topics Jerry is talking about. There is one extra topic.***

☐ My working hours ☐ Kinds of food served

☐ Problems at work ☐ This is how I feel about my job

TEENnewspaper

DINNER IS READY!

For this week's issue we talked to Jerry Young, the main chef at our school in Cambridge. This is what he said about his work.

Good morning, Mr Young. We're writing an article about different jobs. Do you want to help?

Yes, sure. What do you want to know?

What exactly do you do at the school?

Well, I'm a cook. I prepare lunch and dinner for the students of this college.

What time do you start work?

I start at 9:30 and it takes about two hours. I usually cook three dishes. One of them is vegetarian. After lunch, I start preparing dinner. I also help with serving the students. I usually finish at 7 p.m.

When do you decide on the menu?

Usually every Saturday. We have a meeting and we write down what we want to cook and what we need to buy. Then, we give our orders to the local supermarket. Every day they bring us fresh ingredients.

What do you usually cook?

You know. Stuff you like. Pasta, burgers, fish and chips, rice… But we also make mixed salads and desserts. Cakes, pies, fruit salads… Everyone is crazy about my apple pie.

Yummy! OK, one last question. What do you like about your job?

Oh, I love cooking, first of all. It's a kind of art. The students here say I'm good at my job. They quite often ask for a second helping. Also, I enjoy being with young people every day.

Sounds interesting!

Thanks for your time, Mr Young.

You're welcome, guys. I have a day-off. See you on Tuesday.

based on an authentic interview with a college chef

TEENnewspaper

It's up to you!

Appendix

16 ***Match the words from the interview with the correct definitions.***

1. *dishes (line 13)*	b	a. sweet you eat after lunch or dinner
2. *vegetarian (line 14)*		~~b. somebody who doesn't eat meat or fish~~
3. *order (line 20)*		c. when you ask for more food
4. *dessert (line 26)*		d. kinds of food
5. *a second helping (line 32)*		e. ask a shop to bring you at home

Unit 4 — Lesson 1



Vocabulary Link

17 ***These notices are in the zoo. What do they mean? Match the notices (1-7) with the sentences (a-g).***

1 Kid's meal - £4
Family meal (4 persons) - £12

2 AQUARIUM

3 DON'T DROP LITTER

Map inside 4

Giraffe House 5

6 CHILDREN'S ZOO

7 Next stop
Water birds

a. If you want to see the penguins, go on. …
b. There are many farm animals here like sheep, cows and ducks. …
c. There are very tall animals here. …
d. It's full of fish. …
e. Keep the area clean. …
f. There's a map in the guide. …
g. You eat with little money here. …

Reading

18 ***Read the project again and complete these notes. They can help you with your project.***



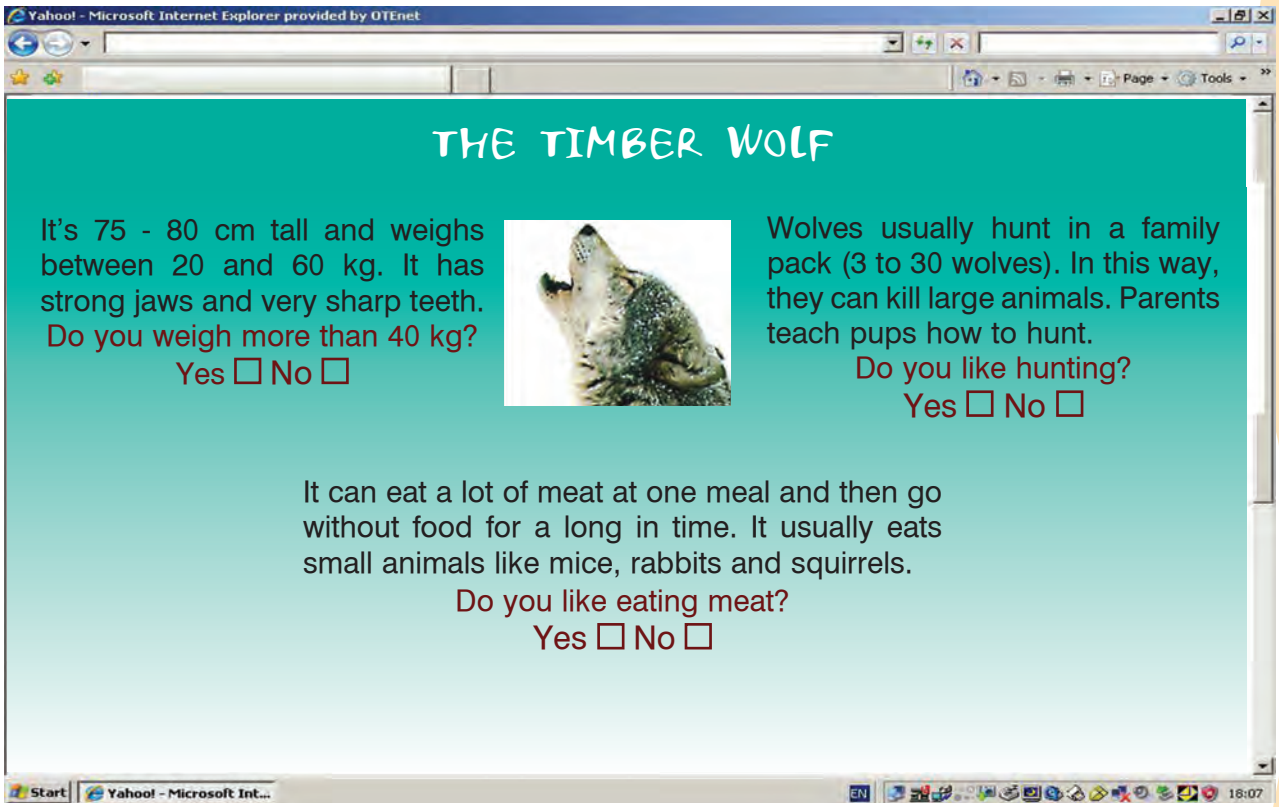
A Timber Wolf
- Weight: ..... kg
- A family pack: ..... to ..... wolves.
- Wolves eat .....



A Brown Bear
- In ..... you can see very large bears.
- Eats ..... and .....
- Hibernates (sleeps) from ..... till .....



A Rhino
- Colour: ..... or .....
- A baby rhino can stand when it's ..... old.
- People make medicine from a rhino's .....



It's up to you!

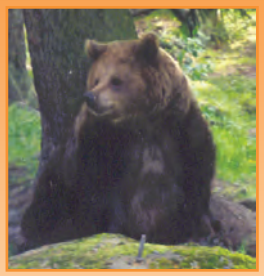
Appendix

Yahoo! - Microsoft Internet Explorer provided by OTEnet

THE BROWN BEAR

The largest brown bears are in Alaska. They can be over 2.5m in height and weigh more than 600 kg!

Are you tall?
Yes ☐ No ☐



Brown bears eat animals and plants. They don't often attack humans. When they attack, it is because they can't see very well.

Are you afraid of bears?
Yes ☐ No ☐

Around October, brown bears get in caves or holes and fall into a deep sleep (hibernate) till March or April.

Do you sleep a lot?
Yes ☐ No ☐

THE RHINO

Rhinos eat grass, branches and leaves. Their skin is very thick and they've got one or two horns. They're grey or brown and they're hairless.

Do you eat green salads?
Yes ☐ No ☐



Female rhinos can have babies when they are about three years old. A baby rhino can stand in about an hour after it is born!

Can a newborn human baby stand?
Yes ☐ No ☐

People kill rhinos for their horn. They use it to make medicine. WWF help all parks that keep rhinos.

Do you know WWF?
Yes ☐ No ☐

based on www.panda.org/news_facts/education/middle_school/species

Vocabulary Link

Guessing words from context

19 ***Find words in David's project that mean:***

Text A: The Timber Wolf

a. the mouth of a wild animal: ……

b. they cut very easily ……

c. baby wolves: ……

Text B: The Brown Bear

d. how tall you are : ……

e. start fighting ……

f. people: ……

Text C: The Rhino

g. two main parts of a tree …… & ……

h. not thin: ……

i. without hair: ……

j. you take it when you're ill ……

Unit 4 Lesson 3

Reading

20 ***Here are some photos we can put on the RECYCLING poster.***

a. ***Choose one photo (a - f) for each point on the poster (1-5). There is one extra photo.***

b. ***Write a short title (one word or a very short phrase) for each point on the poster.***
e.g. Number 2: Buy glass bottles!

c. ***Write two sentences to go with the extra photo on the poster.***



a .....



b .....





c .....





d .....



e .....



f .....

It's up to you!

Appendix

We must all help to save our planet! So,

THINK BEFORE YOU BIN!

Believe it or not, we can recycle over half of what we throw away.

WHAT CAN YOU DO?

1. Sort the paper, glass and cans from your rubbish. Take them to a recycling point. Ask your parents to help you.
2. Buy products you can easily recycle, like ketchup in glass bottles and not in plastic ones.
3. Form an 'eco team' at school, ask for a recycling bin and get down to work!
4. Are you on a shopping spree with your friends? Take a large bag with you to put your buys in.
5. Don't throw away your old mobile. Some phone stores send old mobiles to people in poor countries.

WE MUST GO GREEN!
RECYCLING IS JUST THE BEGINNING.







Vocabulary Link

Guessing words from context

21 ***Find these words on the poster and match them with their meanings. The text can help you.***

1. throw away	a	a. *put something in the bin*
2. sort	…	b. *shops*
3. recycling point	…	c. *shopping*
4. eco team	…	d. *you take things for recycling there*
5. buys	…	e. *they organise recycling*
6. stores	…	f. *put things in groups*

Speaking & Writing

22 ***You want to send Antonio some ideas about how we can help protect the environment. Discuss in groups and then, tell the class. Which are the top 3 ideas in your class?***
The model dialogue can help you.

Language Bank

Suggesting

We can …….
Another good idea is to ….
Why don't we …….
Let's …..
I think we must / mustn't …

Agreeing / Disagreeing

I agree.
That's a great idea.
I think this is difficult because …
I don't agree with you because…

Ideas Bank

- ask for a recycling bin
- form eco teams
- collect paper / cans
- put up posters
- organise a 'green day'
- clean up the beach
- collect the rubbish from the park near our school

Add your ideas

- ……
- ……

e.g.
– We can form eco teams.
– That's a great idea. I want to help with recycling cans.
– Another good idea is to clean up a beach.
– I think this is difficult. The beach is far away. We can't go on foot.
– Let's collect the rubbish from the park.
– I don't agree. I don't like rubbish.
– ....

So, what do you all agree to do?

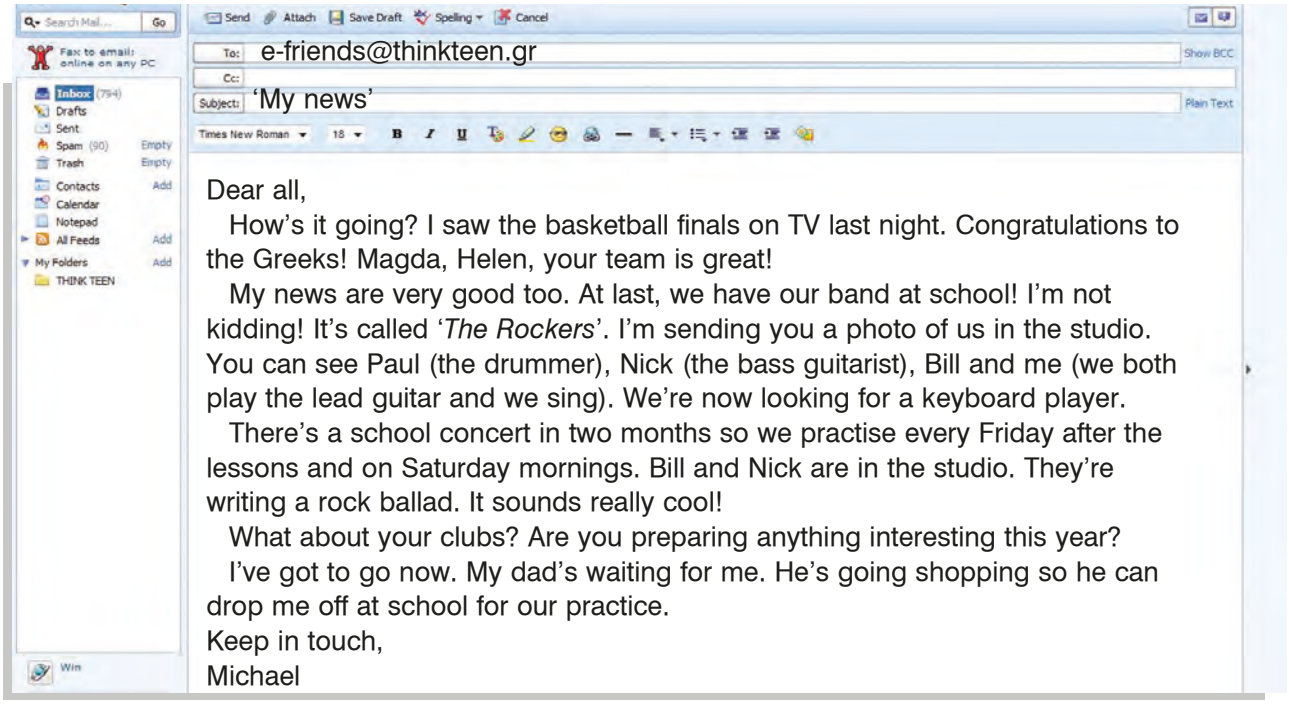
It's up to you!

Appendix

Unit 5 **Lesson 1**

Reading

23 ***The band is giving out this leaflet at school. Read Michael's e-mail to complete (1-5).***



To: e-friends@thinkteen.gr

Subject: 'My news'

Dear all,

How's it going? I saw the basketball finals on TV last night. Congratulations to the Greeks! Magda, Helen, your team is great!

My news are very good too. At last, we have our band at school! I'm not kidding! It's called '*The Rockers*'. I'm sending you a photo of us in the studio. You can see Paul (the drummer), Nick (the bass guitarist), Bill and me (we both play the lead guitar and we sing). We're now looking for a keyboard player.

There's a school concert in two months so we practise every Friday after the lessons and on Saturday mornings. Bill and Nick are in the studio. They're writing a rock ballad. It sounds really cool!

What about your clubs? Are you preparing anything interesting this year?

I've got to go now. My dad's waiting for me. He's going shopping so he can drop me off at school for our practice.

Keep in touch,

Michael

Meet

The Rockers

Our School Rock Band!

Paul Salders - drums

Nick White - [1]..... guitar

Bill Cassidy - [2]..... guitar

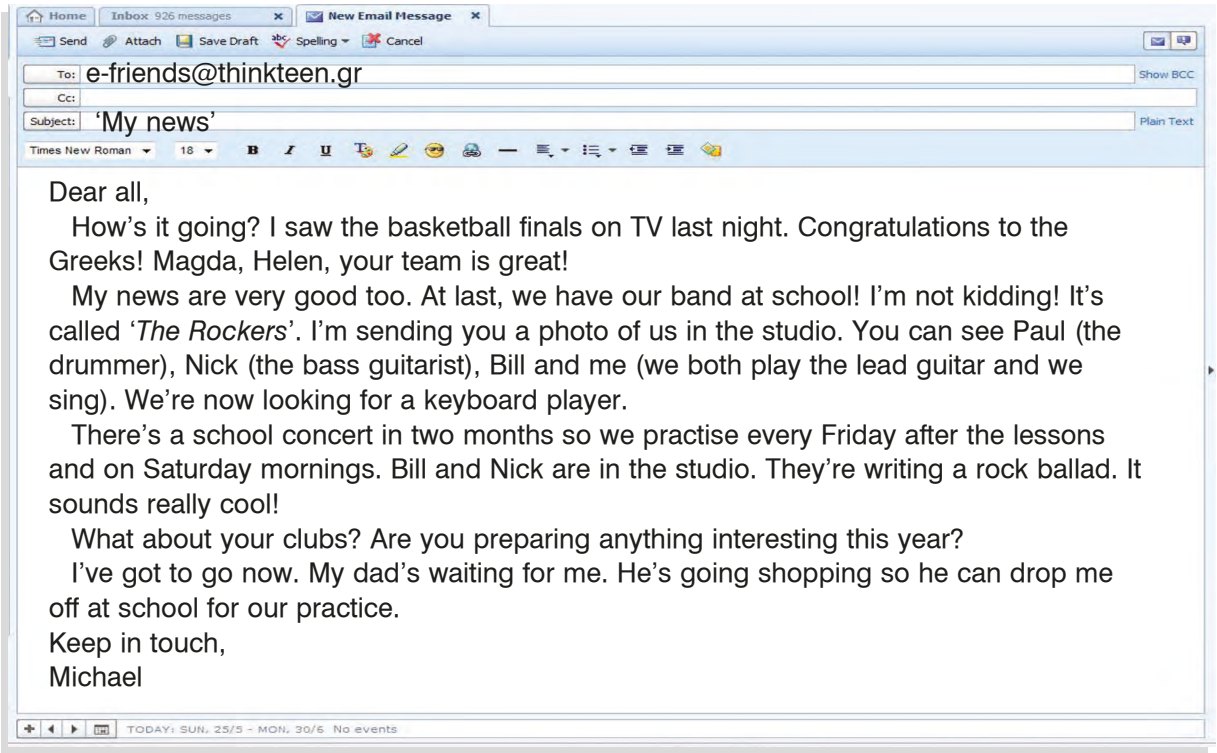
and vocals [3]..... Dixon.

- lead guitar and vocals.

We practise every [4].....

afternoon and [5]..... morning.

24 ***Read the e-mail again and complete this letter to the head master, Mr Williams.***



Home | Inbox 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: e-friends@thinkteen.gr

Cc:

Subject: 'My news'

Show BCC | Plain Text

Times New Roman | 18

Dear all,

How's it going? I saw the basketball finals on TV last night. Congratulations to the Greeks! Magda, Helen, your team is great!

My news are very good too. At last, we have our band at school! I'm not kidding! It's called '*The Rockers*'. I'm sending you a photo of us in the studio. You can see Paul (the drummer), Nick (the bass guitarist), Bill and me (we both play the lead guitar and we sing). We're now looking for a keyboard player.

There's a school concert in two months so we practise every Friday after the lessons and on Saturday mornings. Bill and Nick are in the studio. They're writing a rock ballad. It sounds really cool!

What about your clubs? Are you preparing anything interesting this year?

I've got to go now. My dad's waiting for me. He's going shopping so he can drop me off at school for our practice.

Keep in touch,

Michael

TODAY: SUN, 25/5 - MON, 30/6 No events

To: **Mr Williams**
From: **Michael Dixon - Class 3A**
Re: **School Rock Band**

Dear Sir,

I am writing to inform you about our school rock band. At the moment, there are ..... members in the band:

1. Paul Salders - drums
2. Nick White - ..... guitar
3. Bill Cassidy - ..... guitar and vocals
4. ..... - lead guitar and vocals

We are still looking for a student who can play the synthesizer. Our practice sessions for the school *5.* ..... in May are on *6.* ..... afternoons and Saturday mornings.

We will keep you informed of our progress.

Michael Dixon

It's up to you!

Appendix



Grammar Link

Present Continuous

25 ***Look around you and answer these questions about you and your class.***

Use: *Yes, I am. / No, I'm not.*
Yes, he/she / it is. / No, he/she/it isn't.
Yes, we/you/they are. / No, we/you/they aren't.

• Are you sitting with your best friend today?	*Yes, I am. / No, I'm not.*
• Is your friend sending a text message?	……
• Are you wearing white socks today?	……
• Is your partner eating something at the moment?	……
• Is your teacher wearing trainers today?	……
• Are all students doing this task?	……

26 ***Write a diary entry about what you and your classmates are doing in your English class at the moment.***

Date: ... / ... /...
It's Monday morning. We're having English. I'm not sitting with my best friend today. He's sitting with Jim. I'm wearing my favourite T-shirt. I'm not chewing gum but Mary is. We're...

Date: ... / ... / ...
It's Monday morning.
We're having English.
I'm (not) sitting with my best friend today.
I'm (not) wearing my favourite T-shirt.
I'm (not) chewing gum.
Mary is / isn't doing the task.
We're ...

When you finish, check your Present Continuous forms:

- Check the verb **'to be'** (am / is / are)
- Check the ending **-ing** (having, doing etc).
- See Grammar Table on page 150.



Reading

27 ***Read the text on the brochure and complete Michael's notes about the place.***

LOOKING FOR FUN?

Are you between 14 and 18 years old?
Do you love unusual and extreme sports?
Then, come to the *Teen Camp* to have the time of your life!
Are you the adventurous type?
Go **white water rafting**, **scaling** or **abseiling**.
If you don't like risky sports, there is **archery** or **fishing** for you.
Our experienced instructors will be next to you to help.
Teen Camp is open all weekends during the winter months and every day from May to September.
School groups are welcome.
For more information, e-mail us at TeenCamp@net.gr

Place: [1] .....
Must be [2]..... to [3]..... yrs old
Sports: [4]..... / [5]..... / [6]..... /
Open: at [7]..... in winter
[8]..... from May to September



Vocabulary Link

28 ***Find these words in the brochure and complete what 'The Rockers' are saying about the camp. Then listen and check.***

instructors extreme the time of our life experienced adventurous

a. Paul: "It's really cool! We are going to have ……!"

b. Nick: "White water rafting isn't for me. I'm not …… at all."

c. Bill: "Are you kidding me? I love …… sports! I want to go scaling."

d. Nick: "What happens when you aren't …… in water rafting?"

e. Michael: "Don't worry! The …… are with you all day."

It's up to you!

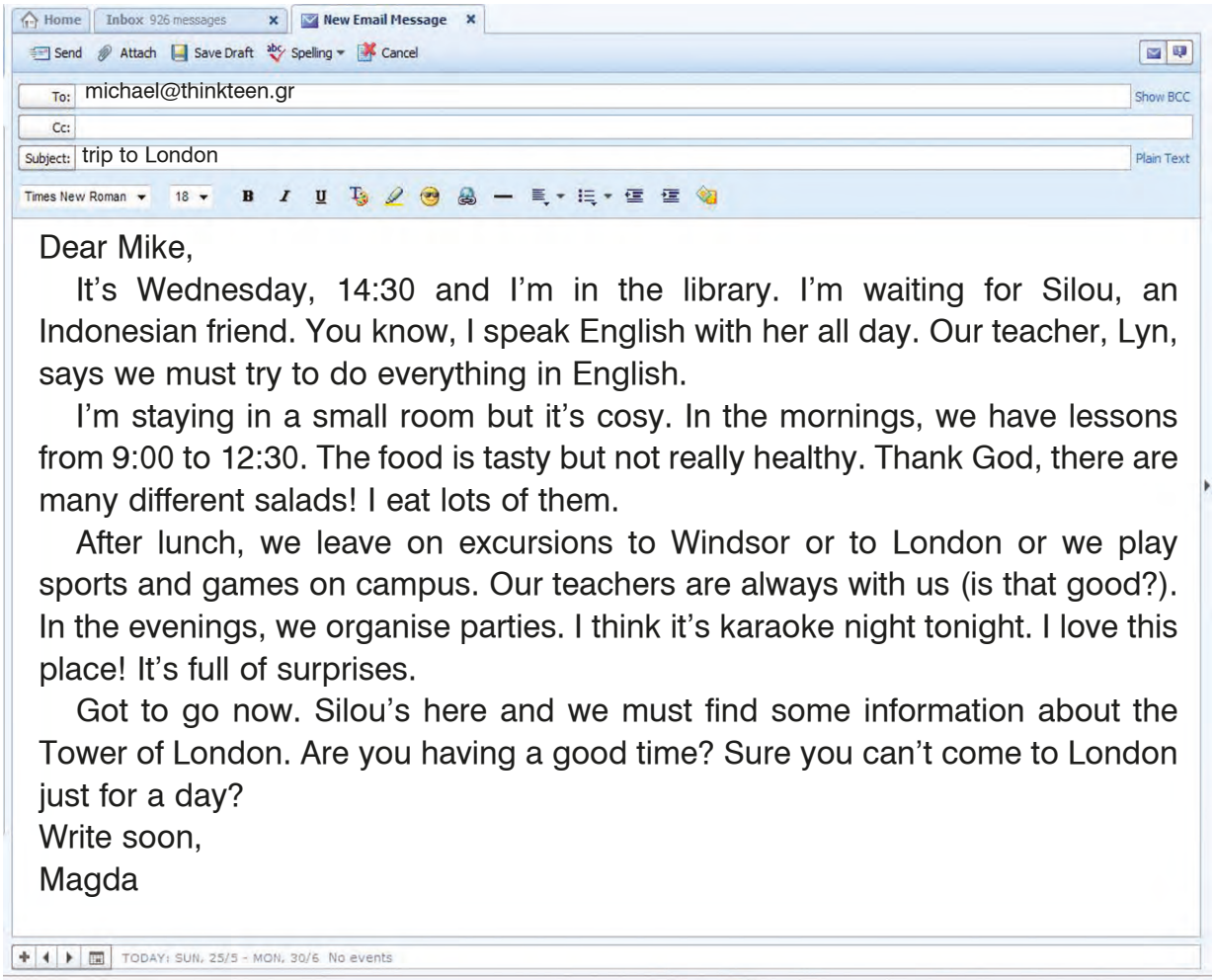
Appendix

Unit 5 **Lesson 3**

Reading

29 ***Magda is in Windsor for two weeks, on an exchange school programme. Read her e-mail to her key pal, Michael and find...***

a. where she is right now. .....
b. her friend's name. .....
c. her teacher's name. .....
d. tonight's activity. .....
e. evening activities.....
f. a famous place in London. .....



30 ***Magda's English is getting better and better every day. Find these sentences in her e-mail. What do the words in bold refer to?***

1. I speak English with **her** all day. (para. 1)	a. Silou	b. Lyn
2. I'm staying in a small room but **it**'s cosy. (para. 2)	a. the library	b. the room
3. ..... and I eat lots of **them**. (para. 2)	a. sweets	b. salads
4. **It**'s full of surprises. (para. 3)	a. the college	b. the karaoke night
5. Silou's **here** and .... (para. 4)	a. my room	b. the library



Vocabulary Link

Dictionary Skills

Today, we are learning how to use an English-English dictionary. Do the same.

31 ***Put the words into alphabetical order.***

1. teacher	a. .....
2. table	b. .....
3. tennis	c. .....
4. tour	d. .....
5. train	e. .....
6. tonight	f. .....

32 ***Mark the stress in these words.***

a. Wednesday

b. library

c. Japanese

d. different

e. surprises

33 ***Find what the words in bold mean:***

1. I want to stay in England for **a fortnight.**
   a. one week b. two weeks
2. Dad's washing **the crockery**.
   a. plates, cups and dishes b. glasses

34 ***Find words that begin with the word 'table' and mean the following:***

a. A big spoon you use to serve food.

b. A sport you play on a table.

It's up to you!

Appendix

Unit 6 **Lesson 2**



Vocabulary Link

Guessing words from context

35 ***Look at the webpage and find words the students are using that mean:***

a. nice to wear: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ ①
b. it's not important to me: I don't _ _ _ _ _ _ _ _ ②
c. think about all the time: _ _ _ _ _ _ _ _ _ _ _ _ ③
d. it costs a lot of money: _ _ _ _ _ _ _ _ _ _ _ _ ④
e. not be polite to sb: _ _ _ _ _ _ _ _ _ _ _ on sb ⑤
f. very bad: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ ⑥
g. modern: _ ⑦
h. comfortable and easy to wear: _ _ _ _ _ _ _ _ _ ⑧



Speaking

36 ***In pairs, compare these items. Which of the two is ideal for school? The questions can help you with ideas.***

a.





b.





c.





Think about:

- Which bag is more practical to carry?
- Which bag is trendier this year?
- Which is warmer for the winter, the jacket or the fleece?
- Which is more modern, the jacket or the fleece?
- Which shoes are more comfortable when you play in the school yard?
- Which shoes are warmer when it is cold?

It's up to you!

Appendix

Unit 6 **Lesson 3**



Listening

37 ***Dorothy used this radio programme for her project. Listen to it and complete her notes.***

1. Name of the quiz? .....
2. Number of questions? .....
3. What's the prize? .....

a. Question 1: Which of the two rivers is longer? *The Nile / The Mississippi*

b. Question 2: Does James know the answer? *Yes / No*

c. Question 3: Which mountain is it about? *Kilimanjaro / Everest*

d. Question 4: What is it about? *countries / continents*

e. Question 5: What is the name of the lake? *The Dead Sea / Loch Ness*



Reading

38 ***Dorothy prepared this table for her geography project. Read the text more carefully and complete the facts in it in pairs.***

WATER FACTS		
Name	**It is**	**Other info**
The Pacific Ocean	[1].....	[2]…… of the Earth
[3].....	the smallest ocean	[4]..... smaller than the Pacific
[5].....	the deepest spot	[6]..... m
[7].....	the lowest lake	very [8] ……
[9].....	the longest river	[10] ..... km
The [11] …… rainforest	[12].....	very wet
[13] ……	the highest waterfall	[14]..... km

Yahoo! - Microsoft Internet Explorer provided by OTEnet

THE MOST INTERESTING WATER FACTS

A Geography Project by the Blue Team





The Pacific Ocean is **THE LARGEST OCEAN** in the world. It covers almost a third of the Earth.

THE SMALLEST OCEAN is *the Arctic Ocean*. It's about 10 times smaller than the Pacific Ocean.

THE DEEPEST SPOT (in the ocean) is *the Mariana Trench*. It's about 10,911m deep in the Pacific Ocean. That's deeper than the height of Mount Everest (8,850m), the highest mountain in the world!

THE LOWEST LAKE is *the Dead Sea* on the border of Israel and Jordan. Its water is 408 m below sea level. The Dead Sea is also the saltiest lake in the world. That's why almost nothing can live in it.

The River Nile in Egypt is **THE LONGEST RIVER**. It's 6,671km long and flows into the Mediterranean Sea.

The Amazon in South America is **THE LARGEST RIVER** with the greatest water flow. This is because it flows through the Amazon rainforest, the largest and wettest rainforest on our planet.

Angel Falls in Canaima National Park in Venezuela is **THE HIGHEST WATERFALL** in the world at 979m. It's also one of **THE MOST BEAUTIFUL** waterfalls.

Start | Yahoo! - Microsoft Int... | EN | 18:07

Writing

39 ***Write a short article about the UK. Use the facts in this table and the text about WATER FACTS as a model.***

THE UNITED KINGDOM		
Great Britain (England / Wales / Scotland) & Northern Ireland		
Name	**It is**	**Other info**
Ben Nevis	the highest mountain	1344m / Scotland
The Severn	the longest river	338km / Wales and England
Lough Neagh	the largest lake	296 sq. km / Northern Ireland
Isle of Lewis	the biggest island	Scotland
A1	the longest UK road	648 km / London - Edinburgh

It's up to you!

Appendix

- Think what you want to write about. You don't have to use all the information on the table.
- You can start your sentence like this:
  - Ben Nevis is the highest mountain .....

Or like this:

  - The highest mountain is Ben ....
- Write where it is:
  - It is in Scotland.
- You can write how long, high, large it is (if you know):
  - It is 1344m high.

Unit 7 **Lesson 1**



40 ***Mrs Baker collects information for her class. Read the article again to complete this table.***

THE BRAILLE SYSTEM	
What is it?	A code of [1]..... dots
A Braille reader can read	Up to [2]..... words per minute
How it works	Dots for each letter E.g. Letter F has dots 1, 2 and [3].... Letter [4] .... has dots 1, 3 and 6
About Louis Braille	Date of birth: [5] ..... Blind after an[6] ..... when [7] ..... yrs old Schooling: [8] ..... Invented the Braille system at the age of [9].....
Extra symbols for	[10] ..... and [11] .....
You can see Braille signs	In [12]..... places like airports and banks

Yahoo! - Microsoft Internet Explorer provided by OTEnet

www.afb.org

Page Tools

We can read

The Braille system - What is it?

BRAILLE is not a language, but a 6-dot code. It helps blind people (people who can't see) all over the world read. Braille readers can read 100-200 words in a minute! They just touch the dots with their fingers.

THE BRAILLE CELL

1 ○ ○ 4
2 ○ ○ 5
3 ○ ○ 6

Each dot has a numbered position on the cell.
Each letter has its dots. For example, the letter D has dots 1, 4 and 5.

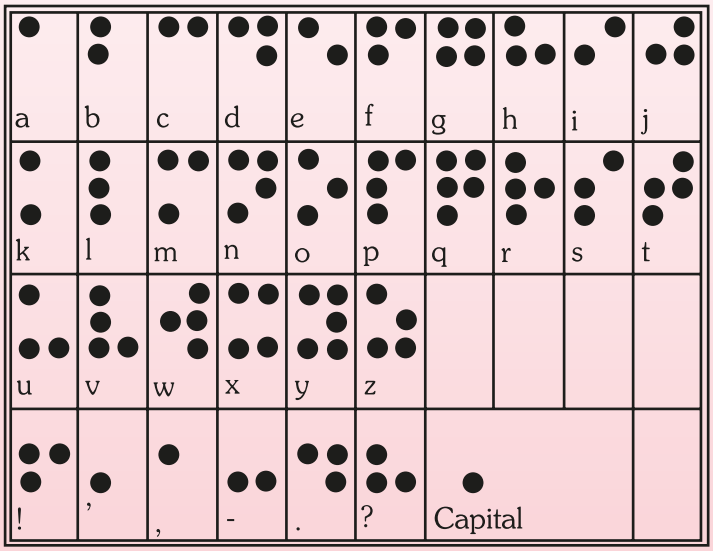
Who was the inventor?

LOUIS BRAILLE (1809-1852) was from a small town near Paris. He was born on January 4. He was blind because when he was only three years old he had an accident in his father's workshop.

Some years later, he was a student of a special school in Paris. There were a lot of blind students. Louis was very bright and he wanted to read books. So, at the age of 15, he invented the Braille code.

TODAY, every country in the world uses Braille. There are symbols for music and maths. There are also Braille signs in public places like airports, banks and shops.

THE BRAILLE ALPHABET



adapted from www.afb.org/braillebug

Start Yahoo! - Microsoft Int... EN 18:07

It's up to you!

Appendix



Vocabulary Link

Guessing words from context

41 ***Find words or phrases in the article that mean:***

a. put your hand on something:	_ _ _ _ _
b. every:	_ _ _ _
c. a place with a number:	_ _ _ _ _ _ _ _
d. something bad that happens:	_ _ _ _ _ _ _ _
e. people make or repair things there:	_ _ _ _ _ _ _ _
f. 'NO PARKING' is one:	_ _ _ _

Unit 7 Lesson 2



Reading

42 ***That was a great historic trip. Check if you remember every moment of it. Read the article again and put these events in order (1-6).***

a. Armstrong climbed out of the 'Eagle'.	.....
b. Armstrong landed the 'Eagle' on the moon.	.....
c. Armstrong walked on the moon.	.....
d. They planted their flag.	.....
e. Aldrin climbed out of the 'Eagle'.	.....
f. They landed in the Pacific Ocean.	.....

TEENnewspaper

"... a small step for a man, one giant leap for mankind."



IT WAS JULY 20, 1969. Millions of people watched on television as astronaut Neil Armstrong, the commander of Apollo 11, walked on the moon for the first time in history.

The historic trip wasn't easy. After a lot of problems, Armstrong landed his lunar module, called the 'Eagle', on the moon. There were two more astronauts with him, Buzz Aldrin and Michael Collins. They put on their spacesuits and Armstrong opened the door. He climbed out on a ladder. It had nine steps.

Armstrong jumped the last step and his feet touched the moon. Some minutes later, Aldrin also climbed out of the 'Eagle'.

The two astronauts stayed about 3 hours on the moon. They collected rocks and planted the US flag.

On July 24th the crew landed in the Pacific Ocean. Scientists studied the rocks from the moon and discovered that there was no life there. Armstrong called their mission the 'beginning of a new age'. Did they do it again? No, they didn't. They stopped travelling into space. But that journey changed their life.



Armstrong (left) Collins (centre) and Aldrin

TEENnewspaper

It's up to you!

Appendix

43 ***Find these sentences in the article. What do the words in bold refer to?***

a. There were two more astronauts with **him**. .....

b. **It** had nine steps. .....

c. .... that there was no life **there**. .....



44 ***Listen again and complete the table.***

Space Shuttles	Year			More info
DISCOVERY	2005			[1] *Man / Woman commander*
COLUMBIA	[2] 20.....			Day: [3] …… Time: [4] …… before landing [5] Number of astronauts: ……
CHALLENGER	[6] 19.....			Time: [7] …… after lift-off Number of astronauts: [8] …… Christa McAuliffe was a [9] ……

Reading

45 ***Write J. W. for Jacqueline Wilson and A. H. for Antony Horowitz. Which author...***

a. worked as a writer when he / she was a teenager? ....
b. loved a film character? ....
c. talks about one of his / her characters? ....
d. says that writing is sometimes difficult? ....



Jacqueline Wilson

Q1:.....

Well, I started quite early. When I was young, I always told stories to my teddies. Later, at school, all my notebooks were full of my own stories.

One day, I saw an advert for teen writers in a newspaper and I thought, "Well, I'm a teenager and I want to be a writer!" So I sent them one of my stories. They liked it and gave me a job. At the age of 17, I became a writer!

Q2:.....

No, it wasn't. Publishers didn't like the first book I wrote. But I didn't stop. And I was right. It was magical when I saw '*Double Act*' or '*Bad Girls*' in the bookshops!

Q3:.....

You should read lots of books, different kinds. Another good idea is to keep a diary. If there's a school magazine, send your stories. It's not always easy but don't be afraid to try.



Antony Horowitz

Q1: .....

When I was 14, James Bond was my favourite hero. I very often went to the cinema to see him on the big screen. At that age, I thought that James Bond was the coolest man on Earth. When I began to write the first book, 'Stormbreaker', I knew that Alex, the main hero, had to be like James.

Q2: .....

About a year. I wrote every evening. When it was ready, I took it to the publishers. One day they called me and they said "We like it". I jumped into the air. My two sons got really scared.

Q3: .....

Alex Rider became a spy for the British secret service at the age of 14. He didn't want to but he didn't have a choice. He was really clever and he never lost his cool. That's why he succeeded in all his missions in the Alex Rider book series.

It's up to you!

Appendix



Vocabulary Link

Guessing words from context

46 ***Find words in the interviews that mean:***

a. not late: _ _ _ _ _

b. tells you about a job in a newspaper: _ _ _ _ _ _

c. they prepare books for sale: _ _ _ _ _ _ _ _ _ _

d. types: _ _ _ _ _ _ _

e. cinema: _ _ _ _ _ _ _ _ _

f. central: _ _ _ _

g. frightened: _ _ _ _ _ _

h. stopped being calm: _ _ _ _ _ _ _ _ _ _ _

Unit 8 **Lesson 2**



Listening

47 ***Who is going to do what this month?***

Listen again, write the name of the teenager under each picture (a-e) and add the piece of information missing (1-5).



a. …… / What colour does the speaker mention? [1] ……



b. ..... / According to the speaker, adults are more [2] ……



c. ..... / Who shouts at the speaker? [3] ……



d. ..... / What kind of information is the speaker's address? [4] ……



e. ..... / Who works in London? [5] ……

It's up to you!

Appendix

Unit 8 **Lesson 3**

Reading

48 ***The students are thinking about 'catchy' headings for the passages in their article. Read it again and decide on a suitable heading for each technological development (A-D).***

TEENnewspaper

What will our great-grand children's life be like?

Find out about technological developments in our lifetime - and beyond.



A. .....

You won't need one. You'll go to your Personal Station and you will type your destination on a special computer. A door will open and a small taxi will take you to your stop. .



B. .....

Huge domes will protect all cities on Earth. In this way, we will enjoy the sun all year round and there won't be any pollution.



C. .....

Within a thousand years you will just *think* a command and robots or other machines will carry it out. Computers will recognise your voice and your thoughts. For example, you will think "Sit" and your robotic dog will sit immediately next to you.

D. .....

In some years, you won't need to go to the theatre, to a concert or to a football match. You'll watch any event live on your virtual reality screen and you won't miss a thing. You will feel you are in a crowded stadium, dancing to the rhythm of the latest hit. At the same time, your parents won't worry about their children's safety.



Adapted from: http://www.nationalgeographic.com/ngkids/9901/beyond-2000/



Vocabulary Link

Guessing words from context

49 ***Find words in the text with a similar meaning to phrases 1-10.***

1.	our children's kids [title]	……
2.	after that time [title]	……
3.	where you want to go [text A]	……
4.	very big [text B]	……
5.	a round roof [text B]	……
6.	an order [text C]	……
7.	understand who or what it is [text C]	……
8.	right away [text C]	……
9.	full of people [text D]	……
10.	not in danger [text D]	*in* ……

*ΠΗΓΕΣ ΚΕΙΜΕΝΩΝ & ΕΙΚΟΝΩΝ ΠΟΥ ΧΡΗΣΙΜΟΠΟΙΗΘΗΚΑΝ ΓΙΑ:

Αγγλικά Α΄ Γυμνασίου - Επίπεδο Αρχαρίων - Βιβλίο Μαθητή

ΚΕΙΜΕΝΑ

UNIT 2

- **Lesson 2 -** A collection of thimbles!, Vocabulary Link-Task 2 σελίδα 14, το κείμενο βασίστηκε στο Lemony Snicket's A Series of Unfortunate Events - The Bad Beginning (2005 Harper Collins Publishers)

UNIT 3

- **Lesson 1 -** My Day - Reading-A Day in Jean Paul's Life σελίδα 27, το κείμενο είναι βασισμένο σε αληθινή συνέντευξη με τον Jean Paul, ένα δωδεκάχρονο αγόρι από τη Γαλλία.
- **Lesson 2 -** Greetings from Australia - Reading-A Day in the Life of an Australian Teenager σελίδα 31, το κείμενο είναι βασισμένο σε πληροφορίες από: www.assoa.nt.edu.au/
- **Lesson 3 -** This is my job- Reading-DINNER IS READY σελίδα 35, το κείμενο είναι βασισμένο σε αληθινή συνέντευξη με σεφ κολλεγίου στην Αγγλία

UNIT 4

- **Lesson 1 -** Let's go to the zoo - Reading (Finding your way around) σελίδα 43, προσαρμοσμένο κείμενο από: Your Guide to London Zoo / 2001 London Zoo (pages 2 - 3)
- **Lesson 2 -** In the wild - Reading (Wild animals) σελίδα 46-47, πληροφορίες από www.panda.org/news_facts/education/middle_school/species
- **Lesson 3 -** Let's go green , Reading (Think before you bin) σελίδα 50, προσαρμοσμένο κείμενο από: Mizz No 530 / Sept. 7th - 20th 2005 / σελίδα 30-31

UNIT 5

- **Lesson 3 -** Song - Lyrics: Vicky Kouee, Music: Antigoni Alevizopoulou

UNIT 6

- **Lesson 2 -** Teen Voice, Reading (School Uniforms: Love or Hate?) σελίδα 80 το κείμενο είναι βασισμένο σε πληροφορίες από http://www.unicef.org/voy/discussions & http://search.bbc.co.uk
- **Lesson 3 -** The Four Corners of the Earth, Reading (The most interesting water facts) σελίδα 85, προσαρμοσμένο κείμενο από: http://www.kidzworld.com/site/p1751.htm Writing (UK) σελίδα 88, το κείμενο είναι βασισμένο σε πληροφορίες από: http://en.wikipedia.org

UNIT 7

- **Lesson 1 -** Let's Communic8, Reading (We Can Read) σελίδα 93, προσαρμοσμένο κείμενο από www.afb.org/braillebug
- **Lesson 2 -** Houston, we're back, Information taken from:
  http://www.nasa.gov/worldbook/armstrong_neil_worldbook.html
  http://library.thinkquest.org/4034/armstrong.html
  http://en.wikipedia.org/wiki/Neil_Armstrong#Apollo_11
  Listening (about Challenger, Discovery and Columbia) σελίδα 100, το κείμενο είναι βασισμένο σε πληροφορίες από
  http://www.timeforkids.com/TFK/specials/articles/0,6709,1137976,00.html
  http://www.timeforkids.com/TFK/news/story/0,6260,418515,00.html
  http://en.wikipedia.org/wiki/Space_Shuttle_Challenger

• **Lesson 3 -** TEEN best-sellers, Reading σελίδα 104, Interview with Jacqueline Wilson: Adapted from: http://www.kidsatrandomhouse.co.uk/jacquelinewilson/

Interview with A. Horowitz : Adapted from: http://www.walkerbooks.co.uk/Anthony-Horowitz

UNIT 8

• **Lesson 3 -** In the year 2525!, Reading What will our great-grand children's life be like? προσαρμοσμένο κείμενο από: http://www.nationalgeographic.com/ngkids/9901/beyond-2000/

Speaking - Mediation Task, προσαρμοσμένο κείμενο από: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

UNIT 9

Listening: First text: προσαρμοσμένο κείμενο από: http://en.wikipedia.org/wiki/Sunday_Afternoon_on_the_Island_of_La_Grande_Jatte

Second text: προσαρμοσμένο κείμενο από: http://www.enet.gr/online/online_text/c=113,dt=30.10.2005,id=4307648

Third text προσαρμοσμένο κείμενο από: www.unep.org

ΠΙΝΑΚΕΣ

UNIT 1

Σελίδα 4, Miro's painting *'Rhythmic personalities'*, Οι Μεγάλοι Ζωγράφοι του Δυτικού Κόσμου, τόμος 8, Grolier, σελίδα 126

UNIT 2

Σελίδα 15, *'Το Ατελιέ'* του Γιάννη Μιγάδη, Οι Μεγάλοι Έλληνες Ζωγράφοι Γιάννης Μιγάδης (Πινακοθήκη του Νέου Ελληνισμού) σελίδα 110

UNIT 4

Σελίδα 45, Sleeping girl, Pierre-Auguste Renoir http://www.renoir.org.yu/gallery.asp?id=137 Carrie's family, Melanie Springbett, http://www.natureartists.com/artists/artist_artwork.asp?ArtistID=253&ArtworkID=9262

ΠΑΡΑΡΤΗΜΑΤΑ

σελίδα 131, Pablo Picasso, Guernica από www.wikipedia.org

Delacroix, Eugene The Massacre at Chios http://cgfa.sunsite.dk/delacroi/p-delacroix11.htm

ΦΩΤΟΓΡΑΦΙΕΣ

UNIT 1

- Φωτογραφία 5, σελίδα 2 & Φωτογραφία 1, σελίδα 2 από www.assoa.nt.edu.au/

UNIT 3

- Φωτογραφία A, σελίδα 25 από www.assoa.nt.edu.au/
- Φωτογραφίες, σελίδα 31 από www.assoa.nt.edu.au/
- Φωτογραφίες, σελίδα 36 από http://en.wikipedia.org και www.megatv.com

UNIT 4

- Φωτογραφία λύκου, σελίδες 41, 46 &47 από http://www.suebears.com/blog/index.php?p=62,
- Φωτογραφία B, σελίδα 41, http://www.dnr.state.wi.us/org/caer/ce/eek/critter/mammal/wolves.htm,
- Φωτογραφία adopt an animal από φυλλάδιο του London Zoo, σελίδα 53
- Χάρτης London Zoo London Zoo από London Zoo Guidebook 2001

UNIT 5

- Φωτογραφίες extreme sports σελίδες 57 & 62 από αρχείο Λεοντείου Λυκείου
- Ευρωπαϊκό Portfolio Γλωσσών, σελίδα 68 http://www.pischools.gr/lessons/french/portfolio_gymnasiou.pdf

UNIT 6

- Φωτογραφίες σελίδας 88

  The River Severn http://web.ukonline.co.uk/zamberlan/pho98/9803l11.jpg

  Ben Nevis http://www.undiscoveredscotland.co.uk/fortwilliam/bennevis/index.html

  Lough Neagh http://www.loughneaghpartnership.com/ANTRIM011.jpg

  Isle of Lewis 1 http://www.alanmoar.flyer.co.uk/Westernisles/Lewis/002.htm

UNIT 7

- Φωτογραφίες ταινιών, σελίδα 91 από www.wikipedia.org
- Φωτογραφίες διάσημων, σελίδα 95 www.wikipedia.org
- Φωτογραφία Πουαρώ, σελίδα 96 από www.wikipedia.org
- Φωτογραφία Γιουρτζίχιν, σελίδα 97 http://www.sdtv.gr/news-1200.html
- Φωτογραφία πρώτου αστροναύτη, σελίδα 97
- Φωτογραφία, σελίδα 98 από www.wikipedia.org
- Vocabulary Link (Task 3) σελίδα 99 Picture of solar system taken from http://starchild.gsfc.nasa.gov/docs/StarChild/teachers/planets_moons.gif
- Φωτογραφίες σελίδες 100 & 101 από www.wikipedia.org
- Φωτογραφίες Wilson & Horowitz σελίδα 104 από http://www.kidsatrandomhouse.co.uk/jacquelinewilson/ http://www.walkerbooks.co.uk/Anthony-Horowitz

UNIT 8

- Φωτογραφία παιδιού με κάμερα, σελίδα 114 από αρχείο Λεοντείου Λυκείου
- Φωτογραφία Νικοπολίδη, σελίδα 124 από http://www.olympiacos.org/players.aspx?pid=1189&PageType=football&teamid=1

- Φωτογραφία Καλομοίρας, σελίδα 124 από www.apn.gr
- Φωτογραφία beach volleyball, σελίδα 124 http://www.sportingreece.com/kb/category.asp?fCategory=87

UNIT 9

Σελίδα 129, Παιδική Συναυλία του Γ. Ιακωβίδη, Οι Μεγάλοι Έλληνες Ζωγράφοι, Γεώργιος Ιακωβίδης (Πινακοθήκη του Νέου Ελληνισμού), σελίδα 52

Work with others to save the Earth, Gloria Ip Tung www.unep.org

A Sunday Afternoon on La Grande Jatte , Georges Seurat www.wikipedia.org

Futuristic City, Eric Wu http://ericwuart.blogspot.com/2008/06/futuristic-city.html

A Lady Listening to Music, Uknown painter www.wikipedia.org

ΧΑΡΤΕΣ

από http://go.hrw.com

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- Φωτογραφίες της Μάγδας Πλέσσα
- Φωτογραφίες του Κωνσταντίνου και της Τίνας Θεοφανοπούλου

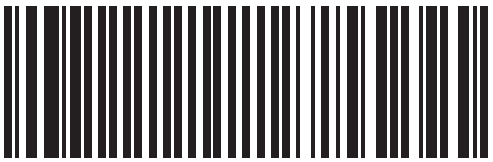
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